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ABSTRACT

This content analysis schedule for the Santa Fe Bilingual-Bicultural Education Program of Santa Fe, New Mexico, presents information on the history, funding, and scope of the project in its second year. Included are sociolinguistic process variables such as the native and dominant languages of students and their interaction. Information is provided on staff selection and the linguistic background of project teachers. An assessment is made of the duration and extent of the bilingual component, and the methods of second language teaching in general. Included is an analysis of materials, student grouping, tutoring, curriculum patterns, and cognitive development. The report also discusses self-esteem, learning strategies, the bicultural and community components, and means of evaluation. This schedule, which has been verified, includes additional information books and audio-visual materials concerning bilingual education. Attached is an insert on the Human Development Program. (SK)

#336

Santa Fé, New Mexico

PROJECT BEST
Bilingual Education Applied Research Unit
N.Y.C. Bilingual Consortium
Hunter College Division
695 Park Avenue
N.Y.,N.Y.10021

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CHECK (✓) DOCUMENTS READ FOR CONTENT ANALYSIS SCHEDULE

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✓ Initial Proposal

✓ 2nd Year Continuation

_____ 3rd Year Continuation (on separate C.A.S.)

Give Dates and Note if Evaluation is included in continuation.

	1st year	2nd year	3rd year
Evaluation design			
Interim evaluation			
Final evaluation			
Pre-audit			
Interim audit			
Final audit			

FL004523

BEARU sent Content Analysis Schedule to Santa Fé project, which returned Schedule with corrections and verification.

see annotated bibliography of 39 books concerning bilingual education, beginning 14 d-K.

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Project BEST
Bilingual Education Applied Research Unit
Hunter College, 695 Park Ave., N.Y., N.Y. 10021

CONTENT ANALYSIS SCHEDULE FOR BILINGUAL EDUCATION PROGRAMS

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Developed by Marietta Saravia Shore
Coordinator, BEARU

ERIC

bilingual education applied research unit
project b.e.s.t.
n.y.c. consortium on bilingual education

0.1 Project No. 336

VERIFIED by PROJECT

CONTENT ANALYSIS SCHEDULE
FOR BILINGUAL EDUCATION PROGRAMS

Research Assistant R.P. Ludanyi / R. Ehrlich Date March, '74

0.2 Name of Project Santa Fe Bilingual-Bicultural Education Prog.

0.3 Address of Project Santa Fe Public Schools

0.4 610 Alta Vista St.
Santa Fe, New Mexico 87501

.05 STATE 0.5 18

1-Alaska	11-Louisiana	21-Oklahoma
2-Arizona	12-Maine	22-Oregon
3-California	13-Massachusetts	23-Pennsylvania
4-Colorado	14-Michigan	24-Rhode Island
5-Connecticut	15-Montana	25-Texas
6-Florida	16-New Hampshire	26-Utah
7-Guam	17-New Jersey	27-Vermont
8-Idaho	(18-New Mexico)	28-Washington
9-Illinois	19-New York	29-Wisconsin
10-Indiana	20-Ohio	30-Other (specify)

1.0 PROJECT HISTORY, FUNDING AND SCOPE

1.1 Year Project began under Title VII:

see Project No.
97 - 1969
(07 - 1970)
17 - 1971

1.1 07

2.0 FUNDING (Mark all that apply)

2.1 1-Any PRIOR funding of BILINGUAL program, if Title VII continues or expands that program
0-no prior funding mentioned — 2.1 0

2.2 Year prior funding began — 2.2 n.a.

2.3 Prior bilingual program involved: — 2.3 n.a.
1-early childhood (pre K + K)
2-elementary students (grades 1-6)
3-secondary students (grades 7-12)
0-not specified

2.4 Source of prior bilingual program funding: — 2.4 n.a.
1-local 4-university
2-state 5-federal (specify)
3-foundation 6-other (specify)

2.5 (1)-CONCURRENT funding of program(s), if cooperating with Title VII program
0-no concurrent funding mentioned — 2.5 1

2.6 Concurrent program cooperating with Title VII involves: — 2.6 2
1-early childhood (pre K + K)
(2)-elementary students (grades 1-6)
3-secondary students (grades 7-12)
4-teachers
0-not specified

0.3 Address of Project Santa Fe Public Schools

0.4 610 Alta Vista St.
Santa Fe, New Mexico 87501

.05 STATE 0.5 18

1-Alaska	11-Louisiana	21-Oklahoma
2-Arizona	12-Maine	22-Oregon
3-California	13-Massachusetts	23-Pennsylvania
4-Colorado	14-Michigan	24-Rhode Island
5-Connecticut	15-Montana	25-Texas
6-Florida	16-New Hampshire	26-Utah
7-Guam	17-New Jersey	27-Vermont
8-Idaho	(18)-New Mexico	28-Washington
9-Illinois	19-New York	29-Wisconsin
10-Indiana	20-Ohio	30-Other (specify)

1.0 PROJECT HISTORY, FUNDING AND SCOPE

1.1 Year Project began under Title VII: 1.1 07

see Project No.
97 - 1969
(07 - 1970)
17 - 1971

2.0 FUNDING (Mark all that apply)

2.1 1-Any PRIOR funding of BILINGUAL program, if Title VII continues or expands that program
0-no prior funding mentioned 2.1 0

2.2 Year prior funding began 2.2 n.a.

2.3 Prior bilingual program involved: 2.3 n.a.
1-early childhood (pre K + K)
2-elementary students (grades 1-6)
3-secondary students (grades 7-12)
0-not specified

2.4 Source of prior bilingual program funding: 2.4 n.a.
1-local 4-university
2-state 5-federal (specify)
3-foundation 6-other (specify)

2.5 (1)-CONCURRENT funding of program(s), if cooperating with Title VII program
0-no concurrent funding mentioned 2.5 1

2.6 Concurrent program cooperating with Title VII involves: 2.6 2
1-early childhood (pre K + K)
(2)-elementary students (grades 1-6)
3-secondary students (grades 7-12)
4-teachers
0-not specified

2.7 Source of concurrent funding, if cooperating with Title VII program: 2.7 1, 2, 4
(1)-local (4)-federal (specify)
(2)-state 5-other (specify)
3-university 6-foundation support

2.8 Total Title VII grant (first year only) 2.8 $70,000

2.9 Total funds for concurrent program(s) cooperating with Title VII (first year) 2.9 42,599

3.0 (1)-If a UNIVERSITY is working with the Title VII program, specify which: University of New Mexico College of Santa Fe 3.0 1
0-none

4.0 SCOPE of PROJECT

4.1 Numbers of schools involved in Title VII program: 4.1 3

1-one 4-four 0-not specified
2-two 5-five
3-three 6-other

4.2 Total number of students in program A. First year 4.2 A 87
B. Second year B 131
C. Third year C ____

4.3 Grade level of students in program; number of classes per grade and total number of students by grouped grade levels (by second year)

Grade	Number of Classes
PS-PreSchool	____
K-Kndgtn	____
PSK ____ TOTAL NO. students PS and K	
1-grade 1	67
2-grade 2	64
3-grade 3	____
4-grade 4	____
5-grade 5	____
6-grade 6	____
A 131 TOTAL students gr. 1-6	

Grade	Number of Classes
7-grade 7	____
8-grade 8	____
9-grade 9	____
B ____ TOTAL students gr. 7-9	
10-grade 10	____
11-grade 11	____
12-grade 12	____
C ____ TOTAL students gr. 10-12	

4.3 PSK ____
A ____
B ____
C ____

4.4 1-All classes graded 4.4 1
2-All classes ungraded
3-Some classes ungraded
If ungraded, specify ages or grades grouped together: ____

5.0 PROCESS VARIABLES - STUDENTS (Sociolinguistic)

5.1 Students Dominant and Native language interaction and cultural affiliation (Indicate number of students in each category and specify cultural affiliation in box)
(Circle any information which is inferred and write INF.)

	I Non-English Dominant	II English Dominant
1. Total Non-English Mother Tongue	I N-E Dom - NEMT: 111	II E-Dom - NEMT:
2. Total English Mother-Tongue		II_2 E-Dom - EMT: 20

I Total Non-English Dominant: 111
II Total English Dominant: 20

5.0		No.	%
NE dom N-EMT	I	111	85%
E dom NEMT	II_1	...	...
E-Dom EMT	II_2	20	15%
Total E-Dom II= II_1 + II_2		20	15%

KEY:

Non-English Dominant	English Dominant
N-E Dom - NEMT	E-Dom - EMT

grade and total number of students by grouped grade levels (by second year)

Grade	Number of Classes
PS-PreSchool	
K-Kndgtn	
PSK	TOTAL NO. students PS and K

Grade	Number of Classes
7-grade 7	
8-grade 8	
9-grade 9	
B	TOTAL students gr. 7-9

4.3 PSK
A
B
C

Grade	Number of Classes
1-grade 1	67
2-grade 2	64
3-grade 3	
4-grade 4	
5-grade 5	
6-grade 6	
A 131	TOTAL students gr. 1-6

Grade	Number of Classes
10-grade 10	
11-grade 11	
12-grade 12	
C	TOTAL students gr. 10-12

4.4 1-All classes graded
2-All classes ungraded
3-Some classes ungraded
If ungraded, specify ages or grades grouped together:

4.4 1

5.0 PROCESS VARIABLES - STUDENTS (Sociolinguistic)

5.1 Students Dominant and Native language interaction and cultural affiliation (Indicate number of students in each category and specify cultural affiliation in box)
(Circle any information which is inferred and write INF.)

	I Non-English Dominant	II English Dominant
1. Total Non-English Mother Tongue	I N-E Dom - NEMT 111	II E-Dom - NEMT
2. Total English Mother-Tongue		II_2 E-Dom - EMT 20

I Total Non-English Dominant: 111

II Total English Dominant: 20

5.0		No.	%
NE dom N-EMT	I	111	85%
E dom NEMT	II_1	...	...
E-Dom EMT	II_2	20	15%
Total E-Dom II= II_1 + II_2		20	15%

KEY:	Non-English Dominant	English Dominant
	N-E Dom N-EMT	E-Dom N-EMT
Non-English Mother Tongue	Example: a native Spanish speaker who uses Spanish in most contacts though he may know English	Example: a native Spanish speaker who uses Spanish only in familiar contacts, and English in all others; school, work.
	N-E Dom - EMT	E-Dom - EMT
English Mother Tongue	Example: (rare) a native English speaking Puerto Rican child, born in New York who returns to Puerto Rico and becomes Spanish dominant	Examples: 1)a native E.speaking acculturated American who may or may not know a second lang. 2)a native E. speaking Mexican-American child who has a minimal receptive knowledge of Spanish, but has a Latin culture affiliation

5.2 Cultural or Ethnic identification of target students in program by number and % of each:

Indigenous Americans:		Number	Per Cent of Total Students	if inferred, check (✓)
A1 Navajo	A1	.....	..... %	.....
A2 Cherokee	A2	.....	..... %	.....
A3 Other (specify)	A3	.....	..... %	.....
A TOTAL No. of American Indian A		.....	..... %	.....
Americans of other ethnic backgrounds:				
B1 Mexican-American	B1	111	85 %	.....
B2 Puerto-Rican	B2	.....	..... %	.....
B3 Cuban	B3	.....	..... %	.....
B4 Other Spanish-American (specify)	B4	.....	..... %	.....
B TOTAL No. of Spanish-speaking Americans	B	.....	..... %	.....
C Portuguese-American	C	.....	..... %	.....
D Franco-American	D	.....	..... %	.....
F Chinese-American	F	.....	..... %	.....
G Eskimo	G	.....	..... %	.....
H Russian	H	.....	..... %	.....
J Other	J	.....	..... %	.....
I TOTAL number of N-EIT target students		111	85 %	.....

5.3 Ethnic identity of English mother tongue students other than target population, if specified, by number and per cent.

E1 Anglo	E1	20	15 %	.....
E2	E2	.....	..... %	.....
II TOTAL number of EIT students other than target population		20	15 %	.....

5.4 Students' native language or mother tongue if DIFFERENT from **their dominant language.** 5.4 n.s.

Dominant language	Different Native Language (specify)	Number	Per Cent
1-English	.....	.....	.....
2-Spanish	.....	.....	.....

5.5 Students' Dominant Language and Extent of Bilingualism

Dominant language of students in program			Number of Monolingual Students			Number of students Bilingual to any extent				
Number		%	not spec.	No.	%	not spec.	only listening comprehension No.	%	speaking ability No.	%
E 20	English	15	.....	18	98%	.....	2	10	0	0
A	American Indian	.....	.....	.....	.....	.....	.....	.....	.....	.....

B1 Mexican-American	B1 111	85 %	.....
B2 Puerto-Rican	B2	..... %	.....
B3 Cuban	B3	..... %	.....
B4 Other Spanish-American (specify)	B4	..... %	.....
B TOTAL No. of Spanish-speaking Americans	B	..... %	.....
C Portuguese-American	C	..... %	.....
D Franco-American	D	..... %	.....
F Chinese-American	F	..... %	.....
G Eskimo	G	..... %	.....
H Russian	H	..... %	.....
J Other	J	..... %	.....
I TOTAL number of N-EIT target students	111	85 %	.....

5.3 Ethnic identity of English mother tongue students other than target population, if specified, by number and per cent.

E1 Anglo	E1 20	15 %	.....
E2	E2 —	..... %	.....
II TOTAL number of EIT students other than target population	20	15 %	.....

5.4 Students' native language or mother tongue if DIFFERENT from their dominant language.

5.4 n.s.

Dominant language	(specify) Different Native Language	Number	Per Cent
1-English	.....	.....	.....
2-Spanish	.....	.....	.....

5.5 Students' Dominant Language and Extent of Bilingualism

	Dominant language of students in program			Number of Monolingual Students			Number of students Bilingual to any extent				
	Number		%	not spec.	No.	%	not spec.	only listening comprehension No.	%	speaking ability No.	%
E	20	English	15	....	18	98%	....	2	10	0	0
A	....	American Indian	....	....	....	....	....	....	....	....	....
A1	....	Navajo	....	....	....	....	....	....	....	....	....
A2	....	Cherokee	....	....	....	....	....	....	....	....	....
A3	....	Keresan	....	....	....	....	....	....	....	....	....
A4	....	Other (spec.)	....	....	....	....	....	....	....	....	....
B	111	Spanish	85	....	20	18%	....	91	82	0	0
C	....	Portuguese	....	....	....	....	....	....	....	....	....
D	....	French	....	....	....	....	....	....	....	....	....
F	....	Chinese	....	....	....	....	....	....	....	....	....
G	....	Eskimo	....	....	....	....	....	....	....	....	....
H	....	Russian	....	....	....	....	....	....	....	....	....
J	....	Other (spec.)	....	....	....	....	....	....	....	....	....

5.6 Recruitment of Students: 5.6 3

0 - not specified
1 - English Mother Tongue and Non English Mother Tongue Students are required to participate in the bilingual program
2 - Only N-EMT are required to take program, EMT's participation is voluntary
(3) - Both EMT and N-EMT participation is voluntary
4 - Students selected according to some criteria of project (in addition to language)

5.7 Proportion of E-Mom pupils in project area: see Chart C 5.7 11%
n.s.- not specified on the chart

5.8 Community Characteristics (mark ally that apply) 5.8 2
(% if more than one category, indicate percent for each)

1 - inner city-ghetto, barrio ..... %
(2) - major city 100 %
3 - small city, town or suburb ..... %
4 - rural, farm ..... %
5 - other (specify) reservation

5.9 A. Socio-economic status of N-EMT participating students (indicate specific percent of low SES) 5.9 A. 55%
B. Average family income, if mentioned B. $2,500
n.s. - not specified

5.10 Socio-econonomic status of EMT participating students (indicate specific percent of low SES on the blank) 5.10 25% estimate
n.a. - not applicable (no EMT)
00 - not specified

5.11 Proportion of migrant students in project (Indicate specific percent) 5.11 5%
n.s. - not specified

6.0 SOCIOLINGUISTIC SURVEY

6.1 Project states that a sociolinguistic survey: 6.1 I 1 P. p 27-37
II 1

	I for N-EMT group	II for EMT group
(1) was made	✓	✓
2 will be made		
0 not mentioned		

6.2 If a sociolinguistic survey was or will be made, mark all groups included: 6.2 I 4
II 4

	I N-EMT	II EMT
1 parents		
2 children		
3 teachers		
(4) community	✓	✓
5 others (specify)		

6.3 Language dominance of N-EMT groups (check A ✓ parents, B ✓ children, C teachers) will be determined by the extent each language is used in different domains through various means of communication.
e.g. specify extent descriptively: never, sometimes, always 6.3 A ✓
B ✓
C

DOMAINS:	USE NON-ENGLISH LANG.				USE ENGLISH			
	LISTENING	SPEAKING	READING	WRITING	LISTENING	SPEAKING	READING	WRITING
1 Home								
2 Church								
3 School	85	90			5	15		

5.8 Community Characteristics (mark ally that apply) (% if more than one category, indicate percent for each) — 5.8 2

1 - inner city-ghetto, barrio ____ %
(2) - major city 100 %
3 - small city, town or suburb ____ %
4 - rural, farm ____ %
5 - other (specify) reservation

5.9 A. Socio-economic status of N-EMT participating students (indicate specific percent of low SES) — 5.9 A. 55%
B. Average family income, if mentioned — B. $2,500
n.s. - not specified

5.10 Socio-econonomic status of EMT participating students (indicate specific percent of low SES on the blank) — 5.10 25% estimate
n.a. - not applicable (no EMT)
00 - not specified

5.11 Proportion of migrant students in project (Indicate specific percent) — 5.11 5%
n.s. - not specified

6.0 SOCIOLINGUISTIC SURVEY

6.1 Project states that a sociolinguistic survey: — 6.1 I 1 II 1 P. p27-37

	I for N-EMT group	II for EMT group
(1) was made	✓	✓
2 will be made		
0 not mentioned		

6.2 If a sociolinguistic survey was or will be made, mark all groups included: — 6.2 I 4 II 4

	I N-EMT	II EMT
1 parents		
2 children		
3 teachers		
(4) community	✓	✓
5 others (specify)		

6.3 Language dominance of N-EMT groups (check A ✓ parents, B ✓ children, C teachers) will be determined by the extent each language is used in different domains through various means of communication.
e.g. specify extent descriptively: never, sometimes, always — 6.3 A ✓ B ✓ C

DOMAINS:	USE NON-ENGLISH LANG. LISTENING	SPEAKING	READING	WRITING	USE ENGLISH LISTENING	SPEAKING	READING	WRITING
1 Home	85-92%				8-15%			
2 Church								
3 School								
4 Work								
5 Socializing								
6 Neighborhood								
7 film-TV-radio								
8 Magazines, news								
9 Others (specify)								

Domains not specified

6.4 If not included in survey, how was student's language dominance determined? 6.4 I 2 II 2

	I N-EMT	II EMT
1-inferred by use of surname		
(2)-established by formal testing of students	/	/
3-assessed by informal means (specify how)		
4-not mentioned how language dominance was determined		

6.5 Sociolinguistic Survey includes: (check all that apply) 6.5 0

An analysis to determine if an interlanguage exists in the community, (e.g., a mixture of two languages which serves as a single system of communication for a group of people).
1-yes
0-no

Sociolinguistic survey includes items covering:

6.6 N-EMT parents' attitudes toward maintenance of child's N-EMT in particular domains of use or complete shift to English 6.6 0
1-yes
0-no

6.7 EMT parents' attitudes toward their children's learning of the N-EMT language 6.7 0
1-yes
0-no

6.8 Children's own attitudes regarding the second language they are learning and the speakers of that language 6.8 1
(1)-yes
0-no

6.9 If not included in survey how were parental and/or community attitudes toward N-EMT maintenance determined? 6.9 2
1-will not be assessed
2-will be assessed, method not specified
3-has been or will be assessed by method other than sociolinguistic survey (specify how)_____

6.10 (1)-After sociolinguistic survey is made, how does it influence program? (specify) (e.g. transfer or maintenance instructional programs) 6.10 1
0-not mentioned Decisions of planning committee

7.0 STAFF SELECTION

7.1 Linguistic background of project teachers, by number in each category: (indicate non-English language in each box)

1.___ Language dominance not specified
2.___ Mother tongue not specified
3.___ not specified whether monolingual or bilingual

(if any information is not specified, cross out that heading and complete the rest of the chart)

	A-Monolingual	B-Bilingual
I N E Dom. NEMT	N=	N= 1
II E Dom.		

7.1

		No.	%
I	A		
I	B	1	16
II	A		

which serves as a single system of communication for a group of people).
1-yes
0-no

Sociolinguistic survey includes items covering:

6.6 N-EMT parents' attitudes toward maintenance of child's N-EMT in particular domains of use or complete shift to English
1-yes
0-no — 6.6 0

6.7 EMT parents' attitudes toward their children's learning of the N-EMT language
1-yes
0-no — 6.7 0

6.8 Children's own attitudes regarding the second language they are learning and the speakers of that language
(1)-yes
0-no — 6.8 1

6.9 If not included in survey how were parental and/or community attitudes toward N-EMT maintenance determined?
1-will not be assessed
2-will be assessed, method not specified
3-has been or will be assessed by method other than sociolinguistic survey (specify how)_____ — 6.9 2

6.10 (1)-After sociolinguistic survey is made, how does it influence program? (specify) (e.g. transfer or maintenance instructional programs)
0-not mentioned Decisions of planning committee — 6.10 1

7.0 STAFF SELECTION

7.1 Linguistic background of project teachers, by number in each category: (indicate non-English language in each box)

1.___ Language dominance not specified
2.___ Mother tongue not specified
3.___ not specified whether monolingual or bilingual

(if any information is not specified, cross out that heading and complete the rest of the chart)

	A-Monolingual	B-Bilingual
I N E Dom. NEMT	N=	N= 1
II E Dom EMT	N=	N=
II_1 E Dom NEMT	N=	N= 5

A Total Number Monolingual: 0

B Total Number Bilingual: 6

Total Number of Teachers: N 6

7.1

		No.	%
I	A		
I	B	1	16
II	A	....	....
II	B	....	....
II_1	A		
II_1	B	5	84
	A	0	
	B	6	100
	N	6	

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7.2 Linguistic background of project aides or paraprofessionals, by number:
(indicate non-English language in each box)

1. _____Language dominance not specified
2. _____Mother tongue not specified
3. _____Not specified whether monolingual or bilingual

(If any information is not specified, cross out that heading and complete the rest of the chart)

	A Monolingual	B Bilingual
I N-E Dom N-EMT		
II E Dom EMT		
II 1 E Dom N-EMT		6

7.2	No.	%
I A	—	—
I B	—	—
II A	—	—
II B	—	—
II 1 A	—	—
II 1 B	6	100
A	0	
B	6	100
N	6	

A Total Number Monolingual	B Total Number Bilingual	N Total Number of aides or paraprofessionals
0	6	6

7.3 Language(s) used by bilingual program teachers: 7.3 2
(Mark all that apply)

1-Bilingual teachers teach in only one language

1a-Bilingual teachers who teach in only one language teach in their dominant language, whether that is their native or second language.

Bilingual teachers who teach in only one language teach in their native language:
1b-only if native language is also their dominant language
1c-even if native language is not their dominant language
1-0-not specified

(2)-Bilingual teachers teach in both their native and second language, regardless of which is their dominant language.

0-language(s)used by teachers not specified

7.4 Language(s) used by bilingual program aides or paraprofessionals: 7.4 2
(Mark all that apply)

1-Bilingual aides instruct in only one language
1a-Bilingual aides who instruct in only one language teach in their dominant language, whether or not it is their native language.
Bilingual aides who instruct in only one lang. teach in their native lang.:
1b-only if native language is also their dominant language
1c-even if native language is not their dominant language
1-0 not specified

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(2)-Bilingual aides instruct in both their native and second language, regardless of which is their dominant language.

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0-language(s) used by bilingual program aides not specified

7.5 Cultural affiliation of teachers, aides, project director and evaluators by number and percent (Mark all that apply) Specify cultural affiliation.

A. Teachers No. % B. Aides No. % C. Proj. Director D. Evaluator(s)No. %

N-EMT

II E Dom EMT

II E Dom 1 N-EMT

	6	

I B — —
II A — —
II B — —
II A 1 — —
II B 1 6 100
A 0
B 6 100
N 6

A Total Number Monolingual	B Total Number Bilingual	N Total Number of aides or paraprofessionals
0	6	6

7.3 Language(s) used by bilingual program teachers: (Mark all that apply) 7.3 2

1-Bilingual teachers teach in only one language

1a-Bilingual teachers who teach in only one language teach in their dominant language, whether that is their native or second language.

Bilingual teachers who teach in only one language teach in their native language:
1b-only if native language is also their dominant language
1c-even if native language is not their dominant language
1-0-not specified

(2)-Bilingual teachers teach in both their native and second language, regardless of which is their dominant language.

0-language(s) used by teachers not specified

7.4 Language(s) used by bilingual program aides or paraprofessionals: (Mark all that apply) 7.4 2

Pp23a 40a

1-Bilingual aides instruct in only one language
1a-Bilingual aides who instruct in only one language teach in their dominant language, whether or not it is their native language.
Bilingual aides who instruct in only one lang. teach in their native lang.:
1b-only if native language is also their dominant language
1c-even if native language is not their dominant language
1-0 not specified
(2)-Bilingual aides instruct in both their native and second language, regardless of which is their dominant language.

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0-language(s) used by bilingual program aides not specified

7.5 Cultural affiliation of teachers, aides, project director and evaluators by number and percent (Mark all that apply) Specify cultural affiliation.

A. Teachers	No.	%	B. Aides	No.	%	C. Proj. Director	D. Evaluator(s)	No.	%
Span-Am	6	100	Span Am	6	100	Span. Am	Anglo	1	50 %
(2 born in Chile)							Span	1	50 %

0-not specified

Pp 32-33

7.6 Selection of N-EMT teachers from local community
0-not specified
Number of N-EMT program teachers from local community 6
and % 100 of total N-EMT teachers.

7.6 No. 6 % 100

7.7 Number and Proportion of teachers and aides of same cultural background as N-EMT students:
indicate specific percent on the blank, or if specified descriptively,

A = teachers
B = aides

1-few
2-some
3-many
4-most
5-more than half
0-not specified

7.7 No. % A 6 100 B 6 100

7.8 Teacher Qualifications - Training and experience prior to project (Indicate number of teachers with each qualification, if given)

7.8 2, 5, 8, n.s. 14, 15, 20, 24, 27

n.s.-qualifications not specified
0-previous courses not specified

1. ___ teacher must meet a specified level of language proficiency on a standardized proficiency test of the non-English language through which (s)he will instruct
2. ✓ teacher must meet a specified level of communicative competence in the non-English language determined by a structured interview/fluency
3. ___ previous teaching through N-EMT (in country where it is a native language, in Peace Corps) native-like competence
4. ___ previous teaching in [illegible] area/live in the community
5. ✓ courses in N-EMT langu[illegible]ucture and usage/ linguistics or FL trainin
6. ___ courses in N-E literature / or literacy in Spanish
7. ___ must be bilingual
8. ___ any previous education through N-EMT/content of courses learned through N-EMT
9. ___ courses in teaching ESL/audio lingual approach
10. ___ courses in methods of teaching N-EMT language/language development
11. ___ courses in methods of teaching content (e.g. math)in N-EMT
12. ___ certification in ESL/or experience teaching ESL
13. ___ certification in teaching N-EMT
14. ✓ cross cultural courses
15. ✓ courses in the cultural heritage, values, deep culture of N-EMT or travel
16. ___ other qualifications, specify

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20-understanding of children, cheerful attitude, stable personality
24-special preparation for teaching children from impoverished areas.
27. Committment to project

8.0 STAFF DEVELOPMENT

8.1 A n.s.
B n.s.

0-No staff training mentioned

8.1 The project is offering training for teachers and /or paraprofessionals in the following areas: (mark all that apply)

	A. For Teachers	B. For Para-professionals
n.s.-Training indicated, but nature not specified	___	___
1-English as their second language	___	___
2-The teaching of English as a second language	___	___
3-X as their second language	___	___
4-The teaching of X as a second language	___	___
5-Methods of teaching other academic subjects	___	___
6-Methods of teaching other academic subjects in X language	___	___

B = aides

3-many
4-most
5-more than half
0-not specified

7.8 Teacher Qualifications - Training and experience prior to project (Indicate number of teachers with each qualification, if given) 7.8 2, 5, 8, 14, 15, 20, 24, 27 no.'s n.s.

n.s.-qualifications not specified
0-previous courses not specified
1. ___ teacher must meet a specified level of language proficiency on a standardized proficiency test of the non-English language through which (s)he will instruct
2. ✓ teacher must meet a specified level of communicative competence in the non-English language determined by a structured interview/fluency native-like competence
3. ___ previous teaching through N-EMT (in country where it is a native language, in Peace Corps)
4. ___ previous teaching in local area/live in the community
5. ✓ courses in N-EMT language structure and usage/ linguistics or FL training
6. ___ courses in N-E literature/ or literacy in Spanish
7. ___ must be bilingual
8. ___ any previous education through N-EMT/content of courses learned through N-EMT
9. ___ courses in teaching ESL/audio lingual approach
10. ___ courses in methods of teaching N-EMT language/language development
11. ___ courses in methods of teaching content (e.g. math) in N-EMT
12. ___ certification in ESL/or experience teaching ESL
13. ___ certification in teaching N-EMT
14. ✓ cross cultural courses
15. ✓ courses in the cultural heritage, values, deep culture of N-EMT or travel
16. ___ other qualifications, specify

20-understanding of children, cheerful attitude, stable personality
24-special preparation for teaching children from impoverished areas.

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8.0 STAFF DEVELOPMENT (27) Committment to proj. ft. 8.1 A n.s.
B n.s.

0-No staff training mentioned

8.1 The project is offering training for teachers and /or paraprofessionals in the following areas: (mark all that apply)

	A. For Teachers	B. For Para-professionals
n.s.-Training indicated, but nature not specified	___	___
1-English as their second language	___	___
2-The teaching of English as a second language	___	___
3-X as their second language	___	___
4-The teaching of X as a second language	___	___
5-Methods of teaching other academic subjects	___	___
6-Methods of teaching other academic subjects in X language	___	___

8.2 Stated goals of teacher training are: 8.2 I 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 II 1, 2, 3, 6, 8, 9, 10

	Students I N-EMT	II EMT
(1) Understanding of socio-cultural values and practices of ___	___	___
(2) Cross-cultural training ___	___	___
(3) Sensitivity to ethnocentricism and linguistic snobbery ___	___	___
(4) Awareness of the social-emotional development of ___	___	___
(5) Strategies for accomodating the different learning styles of ___	___	___
(6) Strategies for cognitive development of ___	___	___
(7) Strategies for reinforcing the self-esteem of ___	___	___
(8) Methods of cross-cultural teaching or teaching the bicultural component ___	___	___
(9) Formulation of pupil performance objectives ___	___	___
(10) Methods of evaluation of pupil performance objectives ___	___	___

List specific courses if given (or Xerox and attach)

(7.8)

Pg 7a

Teachers in the Elementary Bilingual Program will have a certified Elementary certificate with as much training in Bilingual Education as possible. The teachers will have the following responsibilities:

1. Will be responsible for all instruction in the Bilingual classrooms so as to meet objectives of the proposal.

2. Will participate in the planning of the program.

3. Will evaluate the program plan and revise it when necessary in order to fulfill the program objectives and and student objectives.

4. Will participate in in-service training throughout the school year.

Teacher Aides must be Bilingual and be a high school graduate or passed the GED examination. The duties of the teacher aides are as follows:

1. Keeping records
   A. Lunch, club, attendance, grade, health

2. Preparing classroom materials
   A. Typing and ditto
   B. Transparencies

3. Filing and cataloging

4. Operating audio-visual equipment

5. Setting up bulletin boards

6. Distributing and receiving materials

7. Assisting with some instructional activities

8. Enriching, telling or reading stories; accompanying children on field trips, assisting with music or art.

9. Working with sub-groups or individuals

10. Preparing classroom for next day

11. Supervising assignments previously explained by the teacher.

12. Reinforcing reading skills previously taught by the teacher.

13. Checking books in and out; taking class to library

14. Assisting students who have been absent

15. Marking papers and simple objective-type tests

16. Leader of one magic circle in the Human Development Program.

17. Listening to students; do "Show and Tell" stories; just listening with interest and concern

18. Helping students with personal problems or pupil-to-pupil problems.

19. Helping students find information, or helping with special assignments

20. Providing a link between teacher and home

21. Encouraging parents to support students concerning attendance, homework

22. Accompanying children home when ill.

23. Welcoming parents to school or school functions

24. Assisting with all other duties as assigned by the teacher and/or the principal.

Spanish Resource Specialist One of our bilingual teachers Mrs. Olivia Pinchiera, who is considered an expert in the Spanish language area was also given the title of Spanish Resource Specialist. Her duties other than those of a classroom teacher will include:

1. Provide assistance in the Spanish techniques and methodology of instruction.

2. Provide expertise in the translation of suitable and adoptable materials.

3. Assist in coordinating instructional guides.

8.3 Methods of Teacher Training: (Mark all that apply) 8.3 1, 3, 4, 5, 9

1-courses
2-experiential, teaching supervised by master teacher
3-workshops where teachers offer suggestions to each other
4-use of video-tapes of teachers for feedback on how they are doing
5-cross-cultural sensitivity training, t-groups
6-interaction analysis (e.g. Flanders system)
7-other (specify)
9-visitations to bilingual projects in Mexico; Albuquerque, Española, Las Vegas, New Mexico

8.4 Project provides released time to teachers and paraproffesionals for joint lesson planning: 1-yes 0- not mentioned 8.4 1

8.5 Project provides for paraprofessionals to receive course credit toward eventual certification: 1-yes 0-not mentioned 8.5 1
How? (specify) Aides are allowed released time to take college classes

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Cp 35

8.6 Paraprofessional's role: 8.6 1, 2, 3, 4, 6

1-teaching whole class
2-teaching small groups
3-tutoring individually
4-clerical
5-contributing to bicultural component 7a-e
how ? SEE XEROX 8b-bc
6-liaison with parents

Cp 48-50

8.7 Training for project teachers and paraprofessionals is given by: (mark all that apply) 8.7 A 1, 9 B 1

	A for teachers	B for aides
0-not specified	___	___
1-University faculty	___	___
2-project's Master Teachers	___	___
3-project's teachers	___	___
4-other (specify) 3 day workshop by Human Development (Palomares) Program } consultant (9)		
2 day seminar in Bilingual - Bicultural awareness, Albuquerque		

8.8 Number and Proportion of personnel giving teacher training who are: 8.8

	no.	%
1-bilingual	10	100
2-bicultural	10	100
3-N-MT (specify background)	10	100

8.9 Training is provided: 8.9 1, 2
1-during a summer session
2-during the academic year
3-other (specify)

8.10 Extent of training: 8.10 A 2

A
1-approximately equivalent to a college course
2-more than one course
3-less than one course
4-other (specify) ___

B (indicate no. of hours)
5 1 afternoon weekly
6 ___ monthly
7 7 bi-monthly

B 5 1
6 ___
7 7

8.11 Number and Proportion of teachers attending training: 8.11 no. 6 % 100

	or: if specified descriptively, indicate:
0-not specified	6-most
1-100%	7-many
2-more than 75%	8-few
3-50-74%	9-other (specify)___
4-25-50%	
5-1-24%	

als for joint lesson planning: 1-yes 0- not mentioned

8.5 Project provides for paraprofessionals to receive course credit toward eventual certification: 1-yes 0-not mentioned — 8.5 1

How? (specify) Aides are allowed released time to take college classes

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8.6 Paraprofessional's role: — 8.6 1, 2, 3, 4, 6

1-teaching whole class
2-teaching small groups
3-tutoring individually
4-clerical
5-contributing to bicultural component
how ? SEE XEROX 8b-b-c 7a-c
6-liaison with parents

Cp48-50

8.7 Training for project teachers and paraprofessionals is given by: (mark all that apply) — 8.7 A 1, 9 B 1

	A for teachers	B for aides
0-not specified	___	___
(1)-University faculty	___	___
2-project's Master Teachers	___	___
3-project's teachers	___	___
4-other (specify) 3 day Workshop by Human Development (Palomares) Program 2 day seminar in Bilingual - Bicultural awareness, Albuquerque	___	___

(9) consultants

8.8 Number and Proportion of personnel giving teacher training who are: — 8.8

	no.	%
1-bilingual	10	100
2-bicultural	10	100
3-N-EMT (specify background)	10	100

8.9 Training is provided: — 8.9 1, 2

(1)-during a summer session
(2)-during the academic year
3-other (specify)

8.10 Extent of training: — 8.10 A 2 B 5 1, 6, 7 7

A	B (indicate no. of hours)
1-approximately equivalent to a college course	5 1 afternoon weekly
2-more than one course	6 ___ monthly
3-less than one course	7 7 bi-monthly
4-other (specify) ___	

8.11 Number and Proportion of teachers attending training: — 8.11

	no.	%
	6	100

or: if specified descriptively, indicate:

0-not specified
1-100%
2-more than 75%
3-50-74%
4-25-50%
5-1-24%
6-most
7-many
8-few
9-other (specify)___

9.0 TEACHERS' ATTITUDES

9.1 Teachers' attitudes are assessed: (Mark all that apply) — 9.1 1, 2, 3, 4

0-not mentioned
(1)-to N-EMT language or dialect
(2)-to N-EMT students - expectations of achievement
(3)-to N-EMT culture
(4)-prior to participation in bilingual project
5-after project training
6-after participation for a period of time in project
7-through a questionnaire
8-other (specify) (as a condition for employment)

talents by developing language skills necessary for reading. A developmental language program is the first goal. We will seek to do this by developing communication skills in the Spanish language. Scholastic skills are dependent on the development of communication skills. The first aim of the program will be the development of language arts stemming from the child's language by providing him with experiences and activities that encourage language. The reading program will be an outgrowth of these experiences in the child's own language. This can be termed a natural environment because it is what is natural to the child.

The second goal will be the development of an intellectual base. This will be accomplished by sequential development: 1) identifying and labeling objects; 2) providing experiences to describe; 3) forming abstract associations. The third goal will be the development of positive attitudes toward school and an awareness that learning is a pleasurable activity to be enjoyed by all and not just by a select few.

As the first three areas are developed, reading, writing, and arithmetic will take place in their proper perspective. These cannot begin to develop until the language skills, the intellectual base and positive attitudes have been established.

2. Teachers 7.8

Teachers will be selected for their sympathy for and understanding of the particular problems of our Spanish-speaking students; their identification with the target areas; their knowledge of and facility with the Spanish language; their knowledge of and training in early childhood education; and their understanding of and acceptance of the philosophy and goals of the bilingual program. The screening, selection, and training of these teachers will be the major first year objective.

Role of 3. Paraprofessionals 8.5

Paraprofessionals for this program will be from the Career Opportunities Program which will, by the terms of the COP grant, include residents of the Model Cities Area, the areas where the bilingual education program will be located. These instructional paraprofessionals will be trained by the College of Santa Fe in Early Childhood Education, Spanish, and Bilingual Education. An additional advantage will also be the fact that these paraprofessionals will be working in schools in their home area so there should be a strong, positive identification between child and paraprofessional, home and school, and parent and paraprofessional.

4. Parents

Parents will be involved in determining overall program directions by their representations on the Policy Advisory Committee. Indiv-

10.0 STAFF PATTERNS

10.1 Staff patterns: (mark all that apply)
0-not specified
(1)-team teaching
2-cluster teaching
(3)-shared resource teacher
4-other (specify) _____

10.2 Staff:
(1)-bilingual teacher
2-ESL teacher
3-bilingual coordinator
(4)-aides or paraprofessionals
5-consultant psychotherapist or guidance counselor
6-other (specify)_____

10.1 1, 3

10.2 1, 4

C p 7,5
Aud. p 4

10.3 Average number of pupils per class:
0-not specified

10.3 25 C sect C

10.4 Average number of aides or paraprofessionals per class:
0-not specified

10.4 1

10.5 Average number of N-EMT ~~or~~ bilingual aides (or paraprofessionals) per clas:
0-not specified

10.5 1

10.6 Special aide to pupils having most difficulty in learning is given:
(1)-individually
(2)-in small groups
0-not specified

by: (3)-teacher
4-special remedial teacher
(5)-paraprofessional
(6)-parent tutor
7-older student tutor
8-peer tutor
9-not specified
10-no special help given

10.6 1, 2, 3, 5, 6

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11.0 INSTRUCTIONAL COMPONENT - DURATION AND EXTENT OF BILINGUAL COMPONENT

11.1 Duration of Bilingual Education (policy)

N-EMT language will be maintained in program: (mark all that apply)	I ME DOM NEMT	II E DOM EMT	II_1 E DOM NEMT
0-not specified how long			
1-as the alternative language of learning for as long as desired	✓	✓	
2-as the medium of instruction for special subject matter (e.g. cultural heritage)	✓	✓	
3-only for the length of time necessary for the acquisition of sufficient English to permit learning of academic content at an acceptable level in English			

11.1 I 1, 2
II 1, 2
II_1 -

11.2 How many years does project state is optimal for instruction for N-EMT group through N-EMT language to continue?

11.2 12

0-not mentioned
if for a particular number of years:
1 2 3 4 5 6 7 8 9 10 11 (12) 13 through high school

(if specified in terms of a condition, please state it - e.g. "if a child begins learning in N-EMT and English in Pre-K, N-EMT instruction should continue through high-school")

-1 =

10.3 Average number of pupils per class: 10.3 25 Sect C
0-not specified

10.4 Average number of aides or paraprofessionals per class: 10.4 1
0-not specified

10.5 Average number of N-EMT ~~&~~ bilingual aides (or para-professionals) per clas: 10.5 1
0-not specified

10.6 Special aide to pupils having most difficulty in learning is given: 10.6 1, 2, 3, 5, 6

(1) individually
(2) in small groups
0-not specified

by: (3) teacher
4-special remedial teacher
(5) paraprofessional
(6) parent tutor
7-older student tutor
8-peer tutor
9-not specified
10-no special help given

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11.0 INSTRUCTIONAL COMPONENT - DURATION AND EXTENT OF BILINGUAL COMPONENT

11.1 Duration of Bilingual Education (policy)	I	II	II_1
N-EMT language will be maintained in program: (mark all that apply)	NE DOM NEMT	E DOM EMT	E DOM NEMT
0-not specified how long			
1-as the alternative language of learning for as long as desired	✓	✓	
2-as the medium of instruction for special subject matter (e.g. cultural heritage)	✓	✓	
3-only for the length of time necessary for the acquisition of sufficient English to permit learning of academic content at an acceptable level in English			

11.1 I 1, 2
II 1, 2
II_1 -

11.2 How many years does project state is optimal for instruction for N-EMT group through N-EMT language to continue? 11.2 12

0-not mentioned
if for a particular number of years:
1 2 3 4 5 6 7 8 9 10 11 (12) 13 through high school

(if specified in terms of a condition, please state it - e.g. "if a child begins learning in N-EMT and English in Pre-K, N-EMT instruction should continue through high-school")

-1 =
-2 =

Duration of Bilingual Education (in practice) (Mark all that apply)

11.3 Second language learning is introduced in which grade: 11.3 I 1
code: C= N.A. (if no EMT) II 1
13= 14= II_1 1

for each group	N.A.	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12
I N-E DOM				✓											
II E DOM				✓											
II_1 E DOM/NEMT				✓											

11.4 The current project will be linked to a future Bilingual Program at the indicated grade level: (indicate specific grade)

code:	00 (if no EMT)	0 not specified	grades 1-3	4-6	7-9	10-12	13-college	14 Voc. training
I N-E DOM	---	---	---	✓	---	---	---	---
II E-DOM - EMT	---	---	---	✓	---	---	---	---
II$_1$ E-DOM/NEMT	---	---	---	✓	---	---	---	---

code: 13=College or University (Other professional training)
14=Federal, State, or Private Vocational Job training

11.4 I 4-6
II 4-6
II$_1$ 4-6

11.5 Second language learning for English dominant students is projected through grade:

11.5 I$_2$ 6
II 6

code:	00 if no EMT	0 not specified	grades 1	2	3	4	5	6	7	8	9	10	11	12
II EMT	---	---	---	---	---	---	---	✓	---	---	---	---	---	---
II$_1$ N-EMT/E Dom	---	---	---	---	---	---	---	✓	---	---	---	---	---	---

11.6 Learning in their native language for Non-English dominant students is projected through grade:

11.6 6

O=not specified/Grade 1 2 3 4 5 (6) 7 8 9 10 11 12

11.7 The amount of instructional time in and through their native language per day for N-EMT students who are N-E dominant is:

code: O=not specified m=math s = science ss = social studies

see audit attached →

	11.7 Min. per day of instruction through N-EMT	Total Min. per day of any instruction	11.8 Subjects taught in native lang.	11.9 % of time per day of instruction through N-EMT
Pre K				Pre K
K				K
1	50% (Min. ns)	N.S.	Lang. Arts	1 50%
2	50%		Lang. Arts	2 50%
3				3
4				4
5				5
6				6
7				7
8				8
9				9
10				10
11				11
12				12

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11.10 The amount of instructional time in and through their native language for N-EMT students who are English dominant is:

see Xerox attached

code: O = not specified N.A. = not applicable, no N-EMT, E dom students

	11.10 Min. per day of instruction through N-EMT	Total Min. per day of any instruction	11.11 Subjects taught in native lang.	11.12 % of time per day of instruction through N-EMT
PreK				Pre K
1	50% (ns	ns)	LANG ARTS	1 50%
2	50%		LANG ARTS	2 50%
3				3
4				4
5				5
6				6
7				7
8				8

11.5 Second language learning for English dominant students is projected through grade: 11.5 I_2 6 / II 6

code:	00 if no EMT	0 not specified	grades 1	2	3	4	5	6	7	8	9	10	11	12
II EMT								✓						
I_2 N-EMT/E Dom								✓						

11.6 Learning in their native language for Non-English dominant students is projected through grade: 11.6 6

C=not specified/Grade 1 2 3 4 5 (6) 7 8 9 10 11 12

11.7 The amount of instructional time in and through their native language per day for N-EMT students who are N-E dominant is:

code: C=not specified m=math s = science ss = social studies

see audit attached →

	11.7 Min. per day of instruction through N-EMT	Total Min. per day of any instruction	11.8 Subjects taught in native lang.	11.9 % of time per day of instruction through N-EMT
Pre K				Pre K
K				K
(1)	50% (Min. ns)	n.s.	Lang. Arts	1 50%
(2)	50%		Lang. Arts	2 50%
3				3
4				4
5				5
6				6
7				7
8				8
9				9
10				10
11				11
12				12

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11.10 The amount of instructional time in and through their native language for N-EMT students who are English dominant is: see Xerox attached

code: 0 = not specified N.A. = not applicable, no N-EMT, E dom students

	11.10 Min. per day of instruction through N-EMT	Total Min. per day of any instruction	11.11 Subjects taught in native lang.	11.12 % of time per day of instruction through N-EMT
PreK				Pre K
1	50% (ns	ns)	LANG ARTS	1 50%
2	50%		LANG ARTS	2 50%
3				3
4				4
5				5
6				6
7				7
8				8
9				9
10				10
11				11
12				12

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FIRST REPORT

SANTA FE PUBLIC SCHOOLS

1970-1971

Introduction

This audit report is based upon two site visitations conducted on October 12th-13th, 1970, and February 4th, 1971, and review of a report submitted by the project evaluator, Dr. Mari-Luci Ulibarri, in October.

The report is divided into four major divisions: instructional program, staff development, community involvement, and evaluation, with findings and recommendations presented for each division. A summary statement is presented at the end of the report.

INSTRUCTIONAL PROGRAM 11.7

Findings. On both visits it was found that 15%-20% of the instructional program was in the Spanish language. But, the staff interviewed expressed that they were raising the Spanish language level with expectations of reaching a 50% English-50% Spanish division by year's end.

It was found that continuity was lacking in method being used in the experimental classrooms. Traditional word recognition, phonics, and the Van Allen approaches were being used in teaching reading in both English and Spanish. In general, the reading and language arts components of the program are presented in English and Spanish. All other subject matter is generally presented in English with Spanish used for clarification or reinforcement.

11.13 1-Program is one-way - only non-English Mother Tongue students (including N-EMT-English dominant). English Mother tongue students do not receive instruction in a second language
0-no English Mother tongue students
2- 2 way - EMT learn the second language

11.13 2

11.14 The amount of instructional time in and through their second language for pupils who are native speakers of English is:

code: 0 = not specified N.A. = not applicable, no English MT students

	11.14 Min. per day of instruction through N-EMT	Total min. per day of any instruction	11.15 Subjects taught in second lang.	11.16 % of time per day of instruction through N-EMT
PreK				Pre K
1	NS. (50%)		Lang. Arts,	1 50 %
2	NS.		Lang. Arts	2 50 %
3				3
4				4
5				5
6				6
7				7
8				8
9				9
10				10
11				11
12				12

11.17 Mixed or separate language usage by teacher and/or aide in the classroom (mark all that apply)

11.17 1,2

0-not specified
(1)-languages are never mixed by either the teacher, aide or the pupil in any one class period; only one language is used.
(2)-the second language is used exclusively by the teacher, aide and pupils during at least one portion of the school day.
3-the teacher uses one language exclusively within a class period; pupils are allowed to use either native or second language.
4-the teacher uses only one language; however, the aide or para-professional uses another during the same class period; students may use either.
5-the teacher reinforces any conversation initiated by the child through the use of whichever language the child has used at the time.
6-constant switching from one language to another by teacher during lesson.
7-the teacher uses English and the paraprofessional then translates the same material for N-EMT pupils.
8-other (summarize)

12.0 METHODS OF SECOND LANGUAGE TEACHING

(Mark all that apply; some projects may use a combination of methods)

12.0 1,2a

(1)-Audio-lingual habit skills or behavioral approach. Emphasis on communication. Includes contrastive analysis of sounds (units) in both languages by teacher and students, student

	Min. per day of instruction through N-EMT	Total min. per day of any instruction	Subjects taught in second lang.	% of time per day of instruction through N-EMT
PreK				Pre K
1	NS (50%)		Lang. Arts	1 50 %
2	NS		Lang Arts	2 50 %
3				3
4				4
5				5
6				6
7				7
8				8
9				9
10				10
11				11
12				12

11.17 Mixed or separate language usage by teacher and/or aide in the classroom (mark all that apply) 11.17 1,2

0-not specified
(1)-languages are never mixed by either the teacher, aide or the pupil in any one class period; only one language is used.
(2)-the second language is used exclusively by the teacher, aide and pupils during at least one portion of the school day.
3-the teacher uses one language exclusively within a class period; pupils are allowed to use either native or second language.
4-the teacher uses only one language; however, the aide or paraprofessional uses another during the same class period; students may use either.
5-the teacher reinforces any conversation initiated by the child through the use of whichever language the child has used at the time.
6-constant switching from one language to another by teacher during lesson.
7-the teacher uses English and the paraprofessional then translates the same material for N-EMT pupils.
8-other (summarize)

12.0 METHODS OF SECOND LANGUAGE TEACHING

(Mark all that apply; some projects may use a combination of methods) 12.0 1,2a

(1)-Audio-lingual habit skills or behavioral approach. Emphasis on communication. Includes contrastive analysis of sounds (units) in both languages by teacher and students, student repitition of tapes and/or fluent teachers' model sentence patterns until responses are automatic. Structural drills and dialogues are systematically presented. Includes direct association between object and word in second language in a sequence of patterns learned in complete sentences. Inductive-generalizations drawn from examples.

2-Transformational-cognitive approach
Acquiring an understanding of the structural patterns or grammatical rules of a language.

11 a

Instructional Program
Processes Used to Meet Objectives

Evaluation Procedures

We will state each objective and then explain how we attempted to meet each one.

Objective 1

To design an instructional program suited to the particular needs of our culturally and linguistically different student.

Our teachers worked with different materials using different methods and approaches to determine what was best suited for our children. They in turn developed some instructional guides for the first grade level to be used during the 1971-72 academic year and future years. Hopefully these guides will prove successful with minimum modification.

Objective 2

To assist our children to understand the history and culture of all ethnic groups represented in the community.

This objective was approached in two different ways. Our classroom discussions brought in the history and culture of the Spanish-American, the Anglo-American and the Indian-American in a very elementary manner. These discussions were then supplemented by films and fieldtrips to museums, Indian Villages and community areas. Resource people in the community were also asked to make different presentations to our children.

Objective 3

To develop pre-service and in-service training of teachers and teacher-aides.

We attempted to meet this objective through conferences, workshops, weekly meetings, school visitations and discussions with other bilingual teachers, and through the use of our audio-visual equipment.

Objective 4

To develop cultural awareness and use community members as resource people.

This objective was approached in the same manner which has been discussed in objective number two above.

Objective 5

To decrease the number of potential drop-outs.

We feel that children with a good self-image are less likely to become dropouts. We attempted to instill in our students a positive self-concept through the use of our Human Development Program. Each child was reached through a language which was meaningful to him and in which he was not threatened. We felt this would be a motivating factor and interest-arousing method to accomplish the objective above. It is not possible to determine any measure of success until future years.

Objective 6

To help students learn subject matter and communicative skills in their native language and a second language.

Subject matter areas were presented in two languages. Through the LEIR (Language Experiences in Reading) program, and the PLDK (Peabody Language Development Kit) we attempt to develop all communicative skills by using the childs own experiences and giving him an opportunity to express himself in two languages.

Objective 7

To develop a positive self-image by learning about their culture.

Through the use of the Human Development Program we attempt to instill a positive self-image in our students. By exposure to different cultural aspects, our children were able to identify with others as well as with different aspects within their culture.

Objective 8

To help students gain a deeper understanding of knowledge and concepts in English by having the opportunity to hear instruction presented in their native tongue.

We attempted to reach our students in a language which was meaningful to him. Our interest was mainly that of conceptual acquisition and development. Once the concept had been acquired and developed the transfer from one language to another would be simple. By presenting

instruction in the language the child understood, we felt that we were meeting this objective.

Objective 9

To prevent education retardation and develop tools for conceptual growth.

The methods presented in the previous objective were also the means by which this objective was approached.

Objective 10

To help students gain a greater knowledge of and acquire more skills in the use of two languages.

The programs discussed in objective number six, the LEIR and PLDK gave our students an opportunity to acquire and develop skills in the use of two languages. They gained knowledge from the teacher and teacher-aide as well as from each other by peer modeling.

Objective 11

To help students become truly bilingual and bicultural.

This objective could not possibly be achieved in a short period of time. However, the use of two languages as the medium for instruction, the exposure to different aspects of culture, the fieldtrips, and the class discussions that are held, are certainly a step by which this objective may be accomplished.

2a-inductive -generative approach: through listening to communication, perhaps of peers, and attempting the new language in situations which call for the student to generate sentences - test his understanding. (the way native language is acquired)
Includes direct association between object, picture or action and word in second language.

2b-deductive - the cognitive code approach: through initial formal study and analysis of grammatical structures, then applying them through examples, i.e. answering questions, or transforming affirmative sentences to negative, declarative to interrogative, active to passive.

3-Grammar - Translation Method
Formal study of rules of grammar and translation from first language to second. Emphasis on reading in second language rather than using it for oral communication.

13.0 DOMINANT AND SECOND LANGUAGE SKILLS SEQUENCE

AL-M* Language Skills Sequence
(*Audiolingual Method: listening, speaking, reading and writing)

	I Non Eng dom students		II Eng dom students	
	A in dom lang	B in second lang	A in dom lang	B in second lang

0 = not specified
(Use not applicable (n.a.) if project has no Eng. dom. students)

13.1 Second language listening-speaking skills are learned:

13.1 IB 1
IIB 1

1-concurrently with dominant language listening-speaking skills		✓		✓
2-after a specified level of competency achieved in listening-speaking skills in dominant language		—		—
3-a specified period of time after listening-speaking skills in dominant language taught		—		—

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13.2 ALM sequence followed:

13.2 IA 1
IB 1
IIA 1
IIB 1

1-Listening-speaking proficiency precedes introduction of reading	✓	✓	✓	✓
2-Reading is taught concurrently with listening-speaking skills	—	—	—	—
3-Learning to read overlaps learning of listening-speaking skills	—	—	—	—
4-There is some overlap between learning to read and to write	—	—	—	—

13.3 Listening-speaking proficiency determined by:

13.3 IA 1
IB 1
IIA 1
IIB 1

1-measure of listening-speaking proficiency	✓	✓	✓	✓
2-informal assessment by teacher	—	—	—	—

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Cp18

to negative, declarative to interrogative, active to passive.

3-Grammar - Translation Method
Formal study of rules of grammar and translation from first language to second. Emphasis on reading in second language rather than using it for oral communication.

13.0 DOMINANT AND SECOND LANGUAGE SKILLS SEQUENCE

AL-M* Language Skills Sequence
(*Audiolingual Method: listening, speaking, reading and writing)

	I		II	
	Non Eng dom students		Eng dom students	
	A in dom lang	B in second lang	A in dom lang	B in second lang

0 = not specified
(Use not applicable (n.a.) if project has no Eng. dom. students)

13.1 Second language listening-speaking skills are learned:

13.1 IB 1
IIB 1

1-concurrently with dominant language listening-speaking skills		✓		✓
2-after a specified level of competency achieved in listening-speaking skills in dominant language		—		—
3-a specified period of time after listening-speaking skills in dominant language taught		—		—

Cp 16-29

13.2 ALM sequence followed:

13.2 IA 1
IB 1
IIA 1
IIB 1

1-Listening-speaking proficiency precedes introduction of reading	✓	✓	✓	✓
2-Reading is taught concurrently with listening-speaking skills	—	—	—	—
3-Learning to read overlaps learning of listening-speaking skills	—	—	—	—
4-There is some overlap between learning to read and to write	—	—	—	—

13.3 Listening-speaking proficiency determined by:

13.3 IA 1
IB 1
IIA 1
IIB 1

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Cp 18

1-measure of listening-speaking proficiency	✓	✓	✓	✓
2-informal assessment by teacher	—	—	—	—

13.4 Second language reading skills are learned:

13.4 IB 1
IIB 1

1-concurrently with learning to read in dominant language		✓		✓
2-after a specified level of dominant language reading competence achievement		—		—
3-a specified period of time after learning to read in dominant language (e.g. a specific grade)		—		—
4-before learning to read in dominant language		—		—

	I Non Eng dom students A dom lang	I Non Eng dom students B second lang	II Eng dom students A dom lang	II Eng dom students B second lang
13.5 Reading is introduced: A-individually, when child is ready or at a specific time during grade: K	___	___	___	___
(1)	___	___	___	___
2	___	___	___	___
3	___	___	___	___
13.6 Reading readiness is determined by: (1)-test of reading readiness	___	___	___	___
2-informal teacher assessment	___	___	___	___
13.7 Grade level reading is expected: 1-in first grade	___	___	___	___
2-in second grade	___	___	___	___
3-in third grade	___	___	___	___
4-in fourth grade	___	___	___	___
5-in fifth grade	___	___	___	___
6-in sixth grade	___	___	___	___
7-other (specify)	___	___	___	___

13.5 IA 1
IB 1
IIA 1
IIB 1

13.6 IA 1 cp16
IB NS
IIA 1
IIB NS

13.7 IA NS cp41
IB ↓
IIA
IIB ↓

13.8 Grade level academic achievement (math, science, etc.) in the SECOND language is expected:
(1)-in the first grade
2-second grade
3-third grade
4-fourth grade
5-fifth grade
6-sixth grade
7-other (specify)

13.8 IB 1
IIB 1

14.0 INTEGRATION OF SECOND LANGUAGE LEARNING WITH OTHER LEARNING: (mark all that apply)

14.0 I 2, 4
II 2, 4

	I = N-E dom students	II = E dom students
1-Second language learning is only a separate subject for English-speaking students; the second language is not used as a medium of instruction for other subjects.		___
(2)-Second language learning is both a separate subject and also a medium of instruction for other subjects.	✓	✓
3-Second language learning is always integrated with the learning of course content (such as social studies) or as a medium of cognitive development.	___	___
(4)-Academic content taught in the native language is used as the referential content of second language learning (the same concept taught in the native		

13.6 Reading readiness is determined by:
(1)-test of reading readiness
2-informal teacher assessment

13.6 IA 1
IB NS
IIA 1
IIB NS
Cp16

13.7 Grade level reading is expected:
1-in first grade
2-in second grade
3-in third grade
4-in fourth grade
5-in fifth grade
6-in sixth grade
7-other (specify)

13.7 IA NS
IB ↓
IIA ↓
IIB ↓
Cp41

13.8 Grade level academic achievement (math, science, etc.) in the SECOND language is expected:
(1)-in the first grade
2-second grade
3-third grade
4-fourth grade
5-fifth grade
6-sixth grade
7-other (specify)

13.8 IB 1
IIB 1

14.0 INTEGRATION OF SECOND LANGUAGE LEARNING WITH OTHER LEARNING: (mark all that apply)

14.0 I 2, 4
II 2, 4

	I = N-E dom students	II = E dom students
1-Second language learning is only a separate subject for English-speaking students; the second language is not used as a medium of instruction for other subjects.		—
(2)-Second language learning is both a separate subject and also a medium of instruction for other subjects.	✓	✓
3-Second language learning is always integrated with the learning of course content (such as social studies) or as a medium of cognitive development.	—	—
(4)-Academic content taught in the native language is used as the referential content of second language learning (the same concept taught in the native language is taught in the second language).	✓	✓
5-Different academic content is taught in the second language from that which is taught in the native language.	—	—
0-not specified	—	—
6-other (specify)		

Audit states (pg1) that subject matter is usually presented in English with Spanish used for clarifications or reinforcement.

15.0 TREATMENT OF CHILD'S LANGUAGE:

	I Non Eng. dom. students A -in dom. lang.	B 2nd lang.	II Eng. dom. students A Eng.	B 2nd lang.
1-The child's language is respected. It is not corrected, rather, all of the child's speech is accepted. However, the teacher provides a model of the standard language aiming toward child's eventual control of the standard form.	✓	—	—	✓
2-The child's language is corrected- the teacher points out errors and demonstrates the standard form.	—	—	—	—
3-Other (specify)	—	—	—	—
0-Not specified	—	—	—	—

15.0 IA 1
IB NS
IIA NS
IIB 1

16.0 MATERIALS

16.1 Reading Materials-Types
Reading Materials are: (mark all that apply)

	16.1 IA	IB	IIA	IIB	
1-Linguistically based (Merrill or Miami Linguistic readers, ITA, etc.)	✓	✓	✓	✓	See Xerox attached 14a
2-Basal readers	✓	✓	✓	✓	
3-Dialect readers	—	—	—	—	
4-Experience charts (stories dictated by children) Van Allen approach	✓	✓	✓	✓	Cp 46

16.2 If some reading material is in the child's dialect, indicate how long it is used:

	16.2 IA	IB	IIA	IIB
1-Grade 1	NA			
2-Grade 2				
3-Grade 3				
4-Beyond Grade 3				
0-not specified				

(Please indicate ✓ on line -)

16.3 The following are techniques and materials used for second language learning:

0-none specified	—	—
1-pattern drills	—	—
2-dialog memorization	✓	✓
3-choral repetition	✓	✓
4-songs	✓	✓
5-programmed instruction	✓	✓
6-stories read to children	✓	✓
AUDIO VISUAL AIDES		
7-films, filmstrips	✓	✓
8-flannel or magnetic boards	✓	✓
9-realia, graphic displays	—	—
10-records, tapes	✓	✓
11-listening centers	✓	✓
12-multi-media approach	—	—

Bj 75-76 p56

Experiential:

aiming toward child's eventual control of the standard form. ✓ — — ✓

2-The child's language is corrected- the teacher points out errors and demonstrates the standard form. — — — —

3-Other (specify) — — — —

0-Not specified — — — —

16.0 MATERIALS

16.1 Reading Materials-Types

Reading Materials are: (mark all that apply)

(1)-Linguistically based (Merrill or Miami Linguistic readers, ITA, etc.) 16.1 IA ✓ IB ✓ IIA ✓ IIB ✓ See

(2)-Basal readers ✓ ✓ ✓ ✓ Xerox attached

3-Dialect readers — — — — 14a

(4)-Experience charts (stories dictated by children) ✓ ✓ ✓ ✓ Cp 46

Van Allen approach

16.2 If some reading material is in the child's dialect, indicate how long it is used: 16.2 IA NA IIA —

1-Grade 1
2-Grade 2
3-Grade 3
4-Beyond Grade 3
0-not specified

(Please indicate ✓ on line -)

16.3 The following are techniques and materials used for second language learning:

0-none specified — —
1-pattern drills — —
(2)-dialog memorization ✓ ✓
(3)-choral repetition ✓ ✓
(4)-songs ✓ ✓
(5)-programmed instruction ✓ ✓
(6)-stories read to children ✓ ✓ Pp 75-76

AUDIO VISUAL AIDES

(7)-films, filmstrips ✓ ✓ p56
(8)-flannel or magnetic boards ✓ ✓
9-realia, graphic displays — —
(10)-records, tapes ✓ ✓
(11)-listening centers ✓ ✓
12-multi-media approach — —

Experiential:

13-role playing — —
(14)-puppetry ✓ ✓
(15)-experience charts ✓ ✓
(16)-primary typewriter ✓ ✓
(17)-learning through direct experience with materials e.g. Montessori ✓ ✓ Cp 8,23
(18)-activity centers-chosen by child ✓ ✓
19-other (specify) — —

Learning outside the classroom:

(20)-field trips ✓ ✓
21-suggested TV programs — —
22-other (specify) — —

Pg 14a

16.3

PROGRAMMED MATERIALS

1. George Peabody Kit
2. Human Development Program
3. Distar SRA (Math and Reading)
4. Man in Action Series (Social Studies)
5. Louise Lancaster Program
6. George Van Allan
7. Por El Mundo Del Cuento Y La Aventura
   a. Mis Juegos Y Cuentos
   b. A Jugár Y a Gozar
   c. A La Escuela
   d. Amigos De Aquí Y De Allá
8. Publicaciones Infantiles Y Juveniles (Eva)
9. Oral Language Program
10. DICTIONARIES
    a. Pequeño Larousse Ilustrado (Gessler Co.)
    b. Diccionario de Antónimos Y Sinónimos (Gessler Co.)
    c. Mi Primer Larousse en Colores (Gessler Co.)

146

AUDIO VISUAL MATERIALS
Spanish and English Version

1. Flannel board
2. Magnetic board
3. Instructo Units:

Foreign Language #301 - The Family

Foreign Language #302 - The Classroom

Foreign Language #304 - Christmas

Foreign Language #305 - Parts of the Body

Foreign Language #306 - Farm Animals

Instructo #150 - Community Helpers

Instructo #510 - Magnetic ABC

Instructo #575 - Magnetic Pets

14 C

RECORDS - SPANISH AND ENGLISH VERSIONS

Children Stories - Follett Publishing Company

La Vaca Curiosa - Follett Publishing Company

Nadie Le Hace Caso a Andrés - Follett Publishing Company

Demasiados perros - Follett Publishing Company

El Joyo del Cerro - Follett Publishing Company

Elena La Ballena - Follett Publishing Company

Tulita La Patita - Follett Publishing Company

Colección Campanilla - by Gilbert Delahaye
Holt, Rinehart and Winston Company

Imok, el niño esquimal

Pico, el patito presumido

Martita en el circo

Martita ama del casa

El pollito inesperado

Martita en la montaña

Dodino el burrito

Martita va de viaje

Martita en el zoológico

Martita va a la escuela

Mother Goose on the Rio Grande

Horas encantadas - National Textbook Corporation

Bedtime Stories in Spanish - National Textbook Corporation

Zoo Risa - Libro Primero - McNally and Loftin Publishers

Books of the World - McNally and Loftin Publishers

14 d

BIBLIOGRAPHY

1. English as a Second Language in Elementary Schools, Background and Text Materials. Washington, D.C.: Center for Applied Linguistics, ESOL Program, October 1967. 8pp.

   This is an annotated bibliography of publications in this field for pre-school and elementary school. The two sections present background materials and lists of texts for specific age and learning levels. Particularly valuable materials are listed for teaching Spanish-speaking children.

2. English Sequential Pattern Drills for Spanish Speaking Students. Tucson: Tucson Public Schools. 175pp.
   ED 002 517 MF-$1.00 HC-$7.00

   Presents English sequential pattern drills for teaching English grammar to Spanish speaking students. Covers the four major form-classes of words: noun, verb, adjective, adverb. Includes teachers' notes, students' lists, and worksheets for each section. Teachers' notes contain suggestions for relating grammatical rules of English to those in Spanish.

3. The Linguistic Approach in Teaching English as a Second Language. El Paso, Texas: El Paso Public Schools, January 1965. 125pp
   ED 001 102 MF-$0.75 HC-$5.00

   Initially presents a brief philosophy of the program, including an examination of the problem, a description of the characteristics of both the non-English speaking child and his teacher, and a discussion of the use of phonics in speech. The balance of the publication is used to make an excellent presentation of the details of a 20-unit program to begin the child in his study of English.

4. Planning for Non-English Speaking Pupils. Miami: Dade County Public Schools, 1963. 34pp.
   ED 002 529 MF-$0.25 HC-$1.36

   Presenting the necessary guidelines for the development of an adequate bilingual program, this document includes a summary of the guiding principles underlying the program, the details of the administration of the program, and techniques used in teaching the program. This publication would be useful when establishing an educational program for non-English speaking students.

5. Preschool Instructional Program for Non-English Speaking Children. Austin: Texas Education Agency, March 1964. 137pp.
   ED 001 091 MF-$0.75 HC-$5.48

   Presents all the details of the program, including its philosophy, planning for instruction, content, method used, instructional aids and activities, and a method of evaluation. Also presents a detailed description of the English sound system. This should be a most useful publication.

14 e

6. Reading Supplement to Curriculum Guide for Texas Migratory Children. Austin: Texas Education Agency, 1963. 74pp.
ED 002 631 MF-$0.50 HC-$2.96

A guide to program planning, instruction, testing, and diversified record keeping. Includes an excellent flow chart of skills in English language arts for grades 1 through 6, a detailed list of reading skills, a list of recommended books, and a basic word list. There is a wealth of useful material in this publication for the reading teacher of Mexican-American agricultural migrants.

7. AMSDEN, Constance. A Reading Program for Mexican American Children. First Interim Report. Los Angeles: California State College, 1966. 157pp.
ED 010 532 MF-$0.75 HC-$6.28

Explains a program in beginning reading, developed for Mexican-Americans in an East Los Angeles school. The purposes of the program were to develop oral language skills and to strengthen Mexican-American traditional cultural values. The report explains the details of the program, and it concludes that for assured academic progress and to develop a sense of self esteem in these children, there must be continued emphasis on parent participation, individualized instruction, self-instruction, and cultural awareness.

8. BARRETT, Donald N. and Julian Samora. The Movement of Spanish Youth from Rural to Urban Settings. Washington, D.C.: National Committee for Children and Youth, September 1963. 20pp.
ED 002 539 MF-$0.25 HC-$.80

A comparatively brief but informative document which contributes pertinent information about the needs of the Spanish American in the Southwest. It presents useful demographic, historical, and cultural background factors, in addition to such institutional and situational patterns as housing, family life, and educational and economic participation in the life of the area. Also presented are a number of recommendations to improve the general situation of the Spanish youth.

9. BERLITZ. Spanish for Children. New York: Grosset and Dunlap, 1959.

Presents the two nursery rhymes, "Three Bears" and "Little Red Riding Hood," in Spanish and English. The Spanish is presented in bold type, with the English below it. An excellent book for beginning students.

10. BRENGLEMAN, Fredrick H. and Joan Manning. A Linguistic Approach to the Teaching of English as a Foreign Language to Kindergarten Pupils whose Primary Language is Spanish. (Unpublished Manuscript. Fresno State College, 1964), 246pp.
ED 010 034 MF-$1.00 HC-$9.84

This study presents the details of a linguistically oriented program in English, designed for kindergarten children with Spanish speaking backgrounds. The primary aim of the program was to determine whether it could noticeably speed up pupil control of English; the results presented here are very favorable.

14 f

11. BUMPASS, Faye L. Teaching Young Students English as a Foreign Language. New York: American Book Company, 1963. 198pp.

This book synthesizes the practical aspects of linguistics and educational psychology as they apply to teaching foreign languages on the elementary level. It is presented in non-technical language so that teachers with limited training are able to make use of it. The aural-oral method of teaching is explained, audio-visual materials are thoroughly discussed, the principles of lesson planning and teacher self-evaluation are detailed, and a bibliography is included. This book would be a valuable source of information for all teachers of English as a foreign language.

12. CLINE, M., Jr. "A-V Aids for Spanish-Speaking Pupils," Reading and Inquiry: Proceedings of the International Reading Association, 10, 1965. pp270-271.

Article compares reading test scores from 151 experimental and 138 control, Spanish-English speaking children. Tests were given during fourth and fifth grades before and after the experimental groups received an audio-visual program which concentrated on vocabulary and reading comprehension.

13. COLLIER, Nina Perera. Title I Projects and Other Espanola Valley Pilot Program Research. 1966-67 Preliminary Report. Alcalde: Youth Concerts of New Mexico, Inc., 1967. 91pp.
ED 012 643 MF-$0.50 HC-$3.64

Describes a truly exemplary program in which performing artists have been brought to secondary and elementary schools in the more remote areas of New Mexico, where no contact has previously been made with live performers. The individual programs are described in detail, and a complete presentation is made of the methods used to determine their effectiveness with children. This document should be of interest and value to anyone interested in establishing such a program or simply interested in education of children in remote areas.

14. CROFT, Kenneth. Reading and Word Study: For Students of English as a Second Language. Englewood Cliffs, New Jersey: Prentice-Hall, 1968.

Book written for use of students learning English as a second language, who have achieved an English vocabulary of at least 2000 words. It contains twenty-four American short stories, adapted for students learning English, and comprehension exercises with each story. There are also materials on English word classification, word formation, and recognition of word classes.

15. FORBES, Jack D. Mexican-Americans, A Handbook for Educators. Berkeley: Far West Laboratory for Educational Research and Development, 1967. 41 pp.
ED 013 164 MF-$0.25 HC-$1.64

This excellent handbook provides the teacher of the Mexican-American with an opportunity to begin to acquire insights into the background of Mexican culture and thinking. It also presents sixteen useful suggestions for the teacher and administrator. An excellent bibliography and list of audio-visual materials is included. This book should be in the library of every teacher of Mexican-Americans.

16. HARTER, Helen. English is Fun. Tempe: Helen Harter, Box 575, 1962. pp82.

This handbook was prepared for teachers of the non-English speaking beginner. It contains a planned series of rhymes, songs, games, and other aids for establishing an initial, meaningful vocabulary. The book is very well done, and includes many useful ideas.

17. HENDERSON, Ronald W. Environmental Stimulation and Intellectual Development of Mexican-American Children--An Exploratory Project. Tucson: University of Arizona, 1966. 242pp.
ED 010 587 MF-$1.00 HC-$9.68

This report details a study of the relationship between specific environmental factors and the development of intellectual abilities of Mexican-Americans. The study sample was made up of 80 first-graders and their families, divided into either high potential or low potential groups, using methods explained in the study. The results of comparisons between the groups show that the children in the high potential group came from family backgrounds having a greater number of stimulating experiences and that they scored significantly higher on vocabulary tests in both English and Spanish. This study should be of both interest and value to anyone interested in guidance of Mexican-American children.

18. HORN, Thomas D. A Study of the Effects of Intensive Oral-Aural English Language Instruction, Oral-Aural Spanish Language Instruction, and Non-Oral-Aural Instruction on Reading Readiness in Grade One. Austin: University of Texas, 1966. 115pp.
ED 010 048 MF-$0.50 HC-$4.60

Assessment is made of three methods for developing reading readiness in Spanish-speaking first graders. Daily one hour science instruction was conducted in English with ALM techniques, in Spanish with ALM techniques, or in standard English as the medium of instruction. Although the study determines that additional research is clearly needed, the document and program are worthy of examination.

19. LAMBERTS, J. J. and others. Teaching English as a Second Language. Phoenix: Arizona State Department of Public Instruction, 1962. 61pp.

This excellent publication is essentially a handbook for teachers of English as a second language. It is not meant to be a classroom guide, though there is ample material that can be converted to classroom use, but rather it contains a series of articles which also supply background understanding. This would be a valuable addition to the library of any language teacher, but particularly for the teacher whose students are learning English as a second language.

[illegible]

20. LANCASTER, Louise. Introducing English, An Oral Pre-Reading Program for Spanish-Speaking Primary Pupils. Boston: Houghton Mifflin Company, 1966. ED 013 454

This 28-unit oral program is a guide for teachers of Spanish-speaking four- to six-year-old children. The material is well presented and is based on recent linguistic research and a contrastive analysis of Spanish and English. The text provides step-by-step directions for the teacher, so that a knowledge of linguistics by the teacher is not required. Also designed to be used are 316 picture cards and a set of 35 duplicating masters.

21. LEIGHTON, Roby E. Bicultural Linguistic Concepts in Education. Tucson: University of Arizona, 1964.

A handbook of suggestions for the administrator, instructor, and guidance counselor interested in the problems of the culturally different student.

22. LEON-PORTILLA, Miguel. Aztec Thought and Culture. Norman: University of Oklahoma Press, 1963. 104pp.

A book which provides an outstanding background about today's Mexican-American. It should be required reading for a true understanding of the Mexican heritage.

23. LeROY, W. J. and Cyrena B. Dinsmore. English Speaking (Workbook.) Albuquerque: Home Education Livelihood Program, 1967. 104pp.

This excellent publication was written solely to introduce English oral and writing skills to adult basic education classes. It is presented in the form of a workbook and is in three units - singulars, plurals, and the alphabet - with simple questions, all accompanied by dozens of appropriate drawings. The teacher's notes include a vocabulary of the 1000 most-used words, an excellent discussion of troublesome English sounds for Spanish-speaking adults, and suggestions and examples of ways to overcome speech problems.

24. MADSEN, William. Mexican-Americans of South Texas. New York: Holt, Rinehart, and Winston, 1965. 112pp.

This book, in the field of cultural anthropology, is set in one county on the Mexican border, describing the sociocultural conditions of the Mexican-Americans living there today, and thus providng aid in determining the educational needs of these people. It is very well done and should be available to anyone working with Mexican-Americans. The book effectively utilizes Mexican-American cultural characteristics to explain the structure of culture and culture as a condition of the person.

25. MANUEL, Herschel T. Spanish-Speaking Children of the Southwest...Their Education and Welfare. Austin: University of Texas Press, 1965. 216pp.

This book develops the background and the bases of current problems of Spanish-speaking children of the Southwest. It should be of great value those who are professionally interested in this group, particularly in helping to determine their immediate needs.

14 i

26. MANUEL, Herschel T. Tests of General Ability and Reading, Inter-American Series. Austin: Guidance Testing Associates, 1963.

A revised series of tests of General Ability and Reading, designed for Spanish-speaking children who are just beginning the work of the first grade. There are five levels of the former and four levels of the latter, plus two forms of each level. There is also a pretest, constructed for use in teaching test procedures before the test is administered. Tentative norms are available.

27. McCANNE, Roy. A Study of Approaches to First Grade English Reading Instruction for Children from Spanish Speaking Homes. Denver: Colorado State Department of Education, 1966. 270pp.
ED 010 380 MF-$1.25 HC-$10.80

Details the experiment and analyzes the scores of a battery of tests given to three groups of Spanish-speaking first graders before and after 140 days of instruction in beginning English, using one of three approaches: basal reading, second language reading, or language experience reading. Two hundred and ninty-four children were involved in the experiment, which reached tentative conclusions. A summary appears in The Reading Teacher, Vol. 19, 1966 pp670-675.

28. McGRATH, G. D. Investigation of Mental Retardation and Pseudo-Mental Retardation in Relation to Bilingual Sub-Cultural Factors. Tempe: Arizona State University, College of Education, 1960. 363pp.
ED 002 810 MF-$1.50 HC-$14.52

An extensive study of Southwestern children, designed to determine the role of cultural influence as a factor in the learning processes of children. A document that offers insights for teachers of Mexican-American children that often are not thoroughly understood in daily association. Recommended to both the inexperienced and the experienced teacher.

29. _____. Readings for Understanding Southwestern Culture. Alamosa, Colorado: Adams State College, 1963. 79pp.

A collection of talks and articles which are intended to enhance the reader's understanding of why people of the Southwest are what they are. Should enhance the understandings of educators planning programs for Mexican-Americans.

30. _____, Neil Sherman, and Roy McCanne. Providing Opportunities for Disadvantaged Children. Denver: Colorado State Department of Education, 1964. 85pp.
ED 001 077 MF-$0.50 HC-$3.40

A guide to developing a curriculum for the disadvantaged: migrants, culturally disadvantaged, lingually disadvantaged, culturally deprived, and educationally disadvantaged. Particular attention is given to establishing, for the educator, an understanding and awareness of culture and cultural differences.

14 j

31. ROJAS, Pauline and others. Miami Linguistic Readers. Boston: D. C. Heath and Company, 1966.

This series of readers, for use in instructing bilingual students, represents an attempt to join the findings of linguistic science with the pedagogical practices of conventional reading programs. Their purpose is to have children develop an understanding of English in addition to correctly speaking, reading, and writing the language. Much dramatization is utilized, limited only by the creativity of the teacher. The books represent a continuous progress program set up on 3 levels.

32. SCOTT, Louise Binder. Talking Time. St. Louis: Webster Publishing Company.

An excellent book for teachers of bilingual students. It is filled with materials and suggestions for encouraging first graders to talk.

33. SIZEMORE, Mamie. Teaching Reading to the Bilingual Child, 1963. Phoenix: Arizona State Department of Public Instruction, 1963. 57 pp.

This publication is an excellent guide for teaching reading to the bilingual child. Not only does Mrs. Sizemore present the technicalities of reading itself, but she also devotes time to explaining the importance and use of having an adequate knowledge of the students' cultural backgrounds. The book is aimed at elementary teachers, but there is also a large section devoted to upper grade bilingual students, and even some space for pre-school bilinguals and their reading readiness problem. The content could prove to be most helpful for many teachers.

34. SMOKER, David. Research and Activity in the Language Arts for the Pre-Primary/Primary Culturally Diverse Non-English Speaking Child. Albuquerque: Southwestern Cooperative Educational Laboratory, Inc., 1967. 50pp. RC 002 135 (Available NCR, May, 1968) MF-$0.25 HC-$2.00

This publication contains summaries of 10 programs and research activities. While the information is not presented in great detail, it does indicate what is being done and where further information can be obtained.

35. STEMMLER, Anne. "An Experimental Approach to the Teaching of Oral Language and Reading," Harvard Educational Review, Vol. 36, No. 1, Winter 1966. pp42-59.

Presents a study of disadvantaged Spanish-speaking children having a high incidence of reading failure from which a method of developing and interrelating oral language and reading behaviors was devised, utilizing a self-concept program and a science program.

14 K

36. STOCKER, Joseph. The Invisible Minority...Pero No Vencibles. Washington, D. C.: National Education Association, Department of Rural Education, 1966. 50pp.

This report initially presents a beief survey of the background of the Mexican American in the five-state Southwest area and the problems he encounters, followed by details of some clearly superior, even inspiring, innovative programs for Spanish-speaking children. The survey team was comprised mainly of educators from the Tucson Public Schools and the Univeristy of Arizona, and was called the NEA - Tucson Survey on the Teaching of Spanish to the Spanish speaking. The programs are truly remarkable and should provide guidance to others working in the same area.

37. WILKIN, William W. The Education of Children From Spanish Backgrounds. (Unpublished Thesis. University of Denver, 1955).

Develops guiding principles for teachers in schools where Spanish bilingual home background has an effect on the child's learning. Investigates the character of the minority community and describes established practices and techniques that will benefit teachers in this situation. Discusses means to determine the nature of the child's environment that affects his learning.

38. YOES, Deck, Jr. "Reading Problems for Mexican-American Children of Texas." The Reading Teacher, Vol. 20, January 1967. pp313-318.

Reviews ESEA Title I Projects in Texas which are designed to strengthen instruction in reading for Mexican-American children.

39. ZINTZ, Miles V. Education Across Cultures. Dubuque: William C. Brown Co., Inc., 1963. 412pp.

An informative book prompted primarily by the author's desire to translate research findings into useful and organized form for practitioners' daily use. Utilizing Spanish-American and Indian populations for exemplary samplings and illustrations, the content covers the range of educating minority group children from the understanding of environmental influences of child and teacher to problems of meeting educational needs in curriculum. The book is a resource guide useful to every teacher of minority group children.

16.4 The sources of Non-English materials and textbooks are: 16.4 3, 9, 11
(mark all that apply)
0-not specified
1-are written by native speakers of that language
2-commercially prepared and published in countries where N-E is the native language
3-developed by the project's own bilingual staff
4-developed by the staff of another bilingual project (specify which)
5-developed in conjenction with project parents
6-developed by or with members of N-EMT community
7-are culturally appropriate for N-E culture
(specify how this is determined)
8-are cross cultural
9-commercially prepared and published in the U.S.
10-are translations of U.S. texts
11-are coordinated with materials used in the regular subject curriculum
12-other (specify)

16.5 The specific bilingual/bicultural materials used in the language component are: 16.5 1
0-not specified
1-xerox attached-page and document Xerox 14a - K attached includes annotated bibliography of 39 books concerning biling. education.

17.0 STUDENT GROUPING

17.1 Student grouping; mixed or separated into dominant language groups: (mark all that apply) 17.1 1
0-not specified
Pupils of both linguistic groups are:
1-always mixed for all learning
2-mixed for language learning
3-mixed for some academic subject learning
4-mixed for non-academic learning; art, music, gym, health
5-separated for native and second language learning into dominant language groups
6-separated for most academic subject learning into dominant language groups
7-never mixed for language or other academic learning
8-other (specify)
n.a. - (no EMT students)

17.2 Students are grouped for language instruction: 17.2 NA
(mark all that apply)

	A-more than ½ the time	B Less than ½ the time
0-not specified		
1-total class		
2-small groups (specify size)		
3-individual instruction		

17.3 Criteria for grouping:

	Students I Non Eng dom	II Eng dom EMT	II$_1$ Eng dom NEMT
0-not specified			
1-by age			
2-by native language			
3-by dominant language			
4-by language proficiency (ex. level of reading skill)			
n.a. not applicable (no E.dom/NEMT)	NA		

NOT grouped

18.0 TUTORING

18.1 Student Tutoring is: (mark all that apply) 18.1 NONE

(specify how this is determined)
8-are cross cultural
9-commercially prepared and published in the U.S.
10-are translations of U.S. texts
11-are coordinated with materials used in the regular subject curriculum
12-other (specify)

16.5 The specific bilingual/bicultural materials used in the language component are: 16.5 1
0-not specified
1-xerox attached-page and document Xerox 14a - K attached includes annotated bibliography of 39 books concerning bilng. education.

17.0 STUDENT GROUPING

17.1 Student grouping; mixed or separated into dominant language groups: (mark all that apply) 17.1 1
0-not specified
Pupils of both linguistic groups are:
1-always mixed for all learning
2-mixed for language learning
3-mixed for some academic subject learning
4-mixed for non-academic learning; art, music, gym, health
5-separated for native and second language learning into dominant language groups
6-separated for most academic subject learning into dominant language groups
7-never mixed for language or other academic learning
8-other (specify)
n.a. - (no LEP students)

17.2 Students are grouped for language instruction: 17.2 NA
(mark all that apply) A-more than ½ the time B Less than ½ the time
0-not specified
1-total class _____ _____
2-small groups (specify size) _____ _____
3-individual instruction _____ _____

17.3 Criteria for grouping:

0-not specified	Students I Non Eng dom	II Eng dom EMT	II$_1$ Eng dom NEMT
1-by age	____	____	____
2-by native language	____	____	____
3-by dominant language	____	____	____
4-by language proficiency (ex. level of reading skill)	____	____	____
n.a. not applicable (no E.dom/NEMT)	NA	____	____

NOT grouped

18.0 TUTORING

18.1 Student Tutoring is: (mark all that apply) 18.1 NONE
no-not mentioned
0-type is not specified
1-inter-ethnic (N-EMT student tutors EMT students)
2-intra-ethnic (N-EMT student tutors N-EMT)
3-done by older children (cross age)
4-done by peers (same age)
5-other (specify) _____

18.2 Paraprofessionals or aides give tutoring or instruction as follows: 18.2 1, 2, 3, 4
0-area not specified
1-inter-ethnic (N-EMT aide tutors EMT student)
2-in the acquisition of native language skills
3-in the acquisition of second language skills
4-in other academic subjects

18.3 Parent tutoring: (mark all that apply) 18.3 none

no-not mentioned
0-type not specified
1-inter-ethnic parent tutoring is used
2-intra-ethnic parent tutoring is used

Parents are trained to become tutors for their children:
3-in the home by a home-visiting teacher
4-in an adult education component
5-in school through observation and guidance of teacher
6-as parent volunteers who tutor during the school day
7-materials are provided for use in home by parents
8-other (specify)

19.0 CURRICULUM PATTERNS 19.0 4, 8

The stated curriculum pattern of the bilingual project:
1-Except for inclusion of N-EMT instruction the curriculum is otherwise typical or regular, for this state.
There are other modifications whithin the curriculum of the bilingual program which differ from traditional, typical curriculum such as: (mark all that apply)
2-a non-graded classroom: pupils of different ages are grouped together during part of the school day
3-flexible or modular scheduling
(4)-small group instruction
5-individualized learning
6-open classroom
7-guided discovery and inquiry
(8)-a curriculum which is both child and subject-centered
9-others (specify)
10-if the program includes activities which complement experiences children encounter in the home, community and through mass media i.e. TV, describe below:

20.0 COGNITIVE DEVELOPMENT

20.1 Cognitive development in early childhood grades is fostered through: 20.1 1, 2, 3, 4, 5, 6
0-method not mentioned
(1)-structured envirionment rich with materials child can manipulate order, compare, match for perceptual-motor development
(2)-non-verbal materials, such as Montessori materials from which children can learn sensory discrimination, matching, seriation, counting, addition, subtraction Cp 22
(3)-labeling and discussion of concepts related to time, space, distance, position
(4)-labeling and grouping actual objects to learn classification; grouping objects with common attributes and labeling their attributes (i.e. colors, sizes) Cp 55
(5)-direct experience of processes of science through discovery, using materials rather than text; active experimentation by child with teacher's guidance rather than teacher demonstration.
(6)-direct experience of math through discovery rather than instruction
7-other (specify or xerox) p. no. and document:

7-materials are provided for use in home by parents
8-other (specify)

19.0 CURRICULUM PATTERNS

19.0 4, 8

The stated curriculum pattern of the bilingual project:

1-Except for inclusion of N-EMT instruction the curriculum is otherwise typical or regular, for this state.
There are other modifications whithin the curriculum of the bilingual program which differ from traditional, typical curriculum such as: (mark all that apply)

2-a non-graded classroom: pupils of different ages are grouped together during part of the school day
3-flexible or modular scheduling
(4)-small group instruction
5-individualized learning
6-open classroom
7-guided discovery and inquiry
(8)-a curriculum which is both child and subject-centered
9-others (specify)
10-if the program includes activities which complement experiences children encounter in the home, community and through mass media i.e. TV, describe below:

20.0 COGNITIVE DEVELOPMENT

20.1 Cognitive development in early childhood grades is fostered through:

0-method not mentioned
(1)-structured envirionment rich with materials child can manipulate order, compare, match for perceptual-motor development
(2)-non-verbal materials, such as Montessori materials from which children can learn sensory discrimination, matching, seriation, counting, addition, subtraction
(3)-labeling and discussion of concepts related to time, space, distance, position
(4)-labeling and grouping actual objects to learn classification; grouping objects with common attributes and labeling their attributes (i.e. colors, sizes)
(5)-direct experience of processes of science through discovery, using materials rather than text; active experimentation by child with teacher's guidance rather than teacher demonstration.
(6)-direct experience of math through discovery rather than instruction
7-other (specify or xerox) p. no. and document:

20.1 1, 2, 3, 4, 5, 6

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20.2 Cognitive development in later grades (grade 4 and above)

0-method not mentioned
1-specify or xerox p. no. and document
n.a.-no grade 4 or later grades

20.2 n.a.

21.0 SELF-ESTEEM 21.0 2, 7, 19,

Stated methods of project compenent expected to increase self-esteem: 2, 3, 5, 12, 21
no-self-esteem not mentioned as an objective
0-self-esteem is an objective but methods not specified
Teacher encourages pupil to verbally express his feelings:
1-through role-playing
2-puppetry
3-language-experience approach: students dictate stories from their own experience Van Allen approach
4-teacher accepts, acknowledges ideas and feelings
5-teacher encourages non-verbal expression of child's feelings through painting, music, dancing
6-teacher provides experiences in which the various ways that children act are accepted by the teacher; their actions are discussed and the children are encouraged not to make fun of "different" ways
7-teacher provides experiences leading to competency and success C p 27
8-teacher provides experiences where occasional failure is acknowledged as part of everyone's experience; second attempts are encouraged
9-other (specify) (xerox or summarize) document page #
21 Palomares Human Development Program see XEROX 11b-11c
Teacher provides experiences in pupil self-direction and acceptance of responsibility, such as:
10-pupils act as tutors for other pupils
11-puils have some options in choice of curriculum
12-pupils choose activities from a variety of interest centers
13-older puils participate in curriculum planning and/or development
14-pupils write a bilingual newspaper for dissemination to the community
15-other (specify)
19 exposure to cultural aspects will enhance self-esteem enable child to identify with others as well as with different aspects within their culture.

22.0 LEARNING STRATEGIES 22.0 1

1-The project mentions the following specific learning strategies as important for reaching a particular ethno-linguistic group:
(specify or xerox) Document and Page no.
Example: Navajo children resist participation in an authoritarian, traditional classroom. An open classroom where teacher participates rather than directs all activities and students or groups of students initiate activites, move about freely or sit in a circle or horseshoe rather than sit in rows, has been found more effective.
0-none mentioned

I: The building up of self concept by:
a- accepting the child's home language and culture.
b- Having child identify with area history (the part his ancestors played)
c- by Means of the Human Development Program

23.0 BICULTURAL COMPONENT

23.1 This program is: 23.1 2, b
1-bilingual alone
2-bilingual and bicultural
3-bilingual and multicultural

4-teacher accepts, acknowledges ideas and feelings
5-teacher encourages non-verbal expression of child's feelings through painting, music, dancing
6-teacher provides experiences in which the various ways that children act are accepted by the teacher; their actions are discussed and the children are encouraged not to make fun of "different" ways
7-teacher provides experiences leading to competency and success
8-teacher provides experiences where occasional failure is acknowledged as part of everyone's experience; second attempts are encouraged
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C p 27

Teacher provides experiences in pupil self-direction and acceptance of responsibility, such as:
10-pupils act as tutors for other pupils
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14-pupils write a bilingual newspaper for dissemination to the community
15-other (specify)
19 exposure to cultural aspects will enhance self-esteem enable child to identify with others as well as with different aspects within their culture

22.0 LEARNING STRATEGIES 22.0 1

1-The project mentions the following specific learning strategies as important for reaching a particular ethno-linguistic group:
(specify or xerox) Document and Page no.
Example: Navajo children resist participation in an authoritarian, traditional classroom. An open classroom where teacher participates rather than directs all activities and students or groups of students initiate activites, move about freely or sit in a circle or horseshoe rather than sit in rows, has been found more effective.
0-none mentioned

I: The building up of self concept by:
a- accepting the child's home language and culture.
b- Having child identify with area history (the part his ancestors played)
c- by Means of the Human Development Program

23.0 BICULTURAL COMPONENT

23.1 This program is: 23.1 2, b
1-bilingual alone
2-bilingual and bicultural
3-bilingual and multicultural
0-not specified as to which of the above
4-an ethnic studies program is included in the bilingual program
5-art, posters, realia, crafts of both cultures are exhibited in the classroom
6-language and cultural content are integrated
7-other (specify)

23.2 Cross-cultural awareness: 23.2 0
If project mentions specific values or modes of behavior of N-EMT culture, please summarize below: (or attach xerox)
found in document ....., page # .....
0-not mentioned

23.3 1-if project mentions efforts to decrease ethnocentrism in either or both groups, describe below: (or xerox-document page/#) 23.3 0
0-none mentioned
"There is very little, if any at all, of ethnocentrism at this age." (Quote from project verification)

23.4 In the bicultural compenent knowledge of the N-EMT culture involves (mark all that apply) 23.4 1, 2, 3, 4, 5, 6, 7
0-no bicultural component mentioned
(1)-Humanistic aspects of culture: ideals and values, literature (oral or written), achievement of particular people or politcal movements
(2)-Historical-cultural heritage of the past--contributions to art and science
(3)-'Deep' culture: family patterns and contemporary way of life.
(4)-Itemization of surface aspects of a country--geography, dates of holidays etc.
(5)-A specific culture only e.g. one Indian tribe
(6)-Various cultures of same ethnic/linguistic group (i.e. Spanish-speaking peoples) see XEROX 11 a
(7)-A third culture different from NEMT or EMT
8-Other (specify)
history and culture of the community
Span. Am. culture of the South West

23.5 American culture is defined: 23.5 2, 3
0-not specified
1-narrowly: primarily Anglo-Saxon orientation
(2)-broadly: ethnic pluralism of America--multicultural contributions of various ethnic groups discussed
(3)-other(indicate document and page number for xerox) or elaborate in your own words see above
3- limited to one geograhic area (Southwest)

24.0 COMMUNITY COMPONENT
(limited amount of books)

24.1 Bilingual ~~libraries~~s are provided for: 24.1 1, 2, 3
0-group not specified
(1)-project children
(2)-adults of the project community
(3)-teachers
no-bilingual library not mentioned

23.3 1-if project mentions efforts to decrease ethnocentrism in either or both groups, describe below: (or xerox-document page/#) 23.3 0

0-none mentioned

"There is very little, if any at all, of ethnocentrism at this age." (Quote from project verification)

23.4 In the bicultural compenent knowledge of the N-EMT culture involves (mark all that apply) 23.4 1, 2, 3, 4, 5, 6, 7

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(3)-other(indicate document and page number for xerox) or elaborate in your own words See above

3- limited to one geograhic area (Southwest)

24.0 COMMUNITY COMPONENT

24.1 Bilingual ~~libraries~~ (limited amount of books) are provided for: 24.1 1, 2, 3

0-group not specified

(1)-project children

(2)-adults of the project community

(3)-teachers

no-bilingual library not mentioned

24.2 An ethnic studies library (limited amount of books) is provided for: 24.2 2, 3

0-group not specified

1-project children

(2)-adults of the project community

(3)-teachers

no-ethnic studies library not mentioned

24.3 Provision is made by the school for informing the parents and community about the program through: (Mark all that apply) 24.3 1, 2, 3, 4, 6, 7, 12

0-method not specified
no-no provision for informing community
(1) a bilingual newsletter
(2) a monolingual newsletter
(3) news sent to mass media.
(4) if articles included with project, check 4
5-bilingual fliers sent home
(6) formal meetings
(7) informal meetings open to entire community
8-meetings conducted in both languages
9-home visits
10-other (specify)
11-project director personally involved in program dissemination. specify how
(12) - Invitation for parents and community to visit project

Pp 15, 52

24.4 Community involvement in the formulation of school policies and programs is sought through: 24.4 1, 3, 4

0-type not specified
no-not sought
(1) existing community groups working with program
2-bilingual questionnaires
(3) community-school staff committees
(4) community advisory groups - 3 parents in planning committee: make recommendations, represent parents interests
5-formal meetins open to the entire community
6-informal meetings with community groups
7-other (specify)
8-project director personally seeks involvement of community in program. specify how
parents work as aides assist in mobilizing community resources

Pp 52, 54

Pro. p37

24.5 The school keeps informed about community interests, events and problems through: 24.5 2

no-no mention of school seeking to be informed about community
1-meetings open to the entire community conducted in both languages
(2) community representatives to the school
3-bilingual questionnaire sent to the home
4-home visits by school personnel
5-other (specify)
0-method not specified

24.6 The school is open to the community through: 24.6 2

0-not mentioned
no-school is not open to community for community use
1-opening school facilities to the community at large for use after school hours and on weekends
(2) providing adult education courses Career Opportunity Program C. p 85
3-other (specify)

(7)-informal meetings open to entire community
8-meetings conducted in both languages
9-home visits
10-other (specify)
11-project director personally involved in program dissemination. specify how
(12)- Invitation for parents and community to visit project

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Pp 52, 54
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1-opening school facilities to the community at large for use after school hours and on weekends
(2)-providing adult education courses Career Opportunity Program C. p 85
3-other (specify)

25.0 IMPACT EVALUATION

25.1 Project mentions description or dissemination of the bilingual program through: 25.1 1, 4, 6
(1)-newspaper articles
2-radio programs
3-TV programs
(4)-video-tapes
5-films
(6)-visitors to observe the program
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See XEROX 19a

Objective 12

To improve school and community relations

We attempted to improve relations between the school and community by making the parents feel a belonging to the program. Our results were not as rewarding as we would have liked them to be but the ice was certainly broken. We also presented our program over a local radio station and a local television station on two different occasions. We also took advantage of opportunities to speak before different groups regarding our program. Some of the groups we appeared before were:

1. PTA Groups
2. Community members groups
3. Model Cities Groups
4. College of Santa Fe Classes
5. Board of Education
6. Local Radio Station
7. Local Television Station
8. Regularly Scheduled Principals Meetings

Continuation 1971-72

25.2 Project's impact: 25.2 2, 3

1-Project mentions that other classes in the school, but not in the program have picked up methods or material from the bilingual program
(2)-Project mentions other schools in the local educational system have started bilingual programs
(3)-Project mentions that a University has instituted teacher training courses in bilingual education to meet staff development needs

26.0 ROLE OF EVALUATOR

26.1 Evaluator has field tested, on a group of children who are of the same language, culture and grade levels as the children in the bilingual program: 26.1 1

0-not mentioned
(1)-published measures
2-staff developed measures
3-staff translations of published measures
4-staff adaptations of published measures

26.2 Evaluator has personally observed students in the program: 26.2 2

0-not mentioned
no-never
1-once or twice during the year
(2)-more than twice
3-regularly
4-other (specify)

26.3 Evaluator has met with teachers: 26.3 2

0-not mentioned
no-never
1-once or twice during year
(2)-more than twice
3-regularly
4-other (specify)

27.0 EVALUATION PROCEDURE

SEE XEROX 20A

27.1 0-not specified 27.1 1
(1)-A comparison group has been chosen
2-A comparison group will be chosen

27.2 0-not specified (mark all that apply) 27.2 1, 3, 5, 7
(1)-Pre-tests have been given to project group or sample
2- " will be " "
(3)-Post-tests have been given to project group or sample
4- " will be " "
(5)-Pre-tests have been given to comparison group
6- " will be " "
(7)-Post-tests have been given to comparison group
8- " will be " "

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TESTING SCHEDULE

Name of Test	Date Administered
1. Metropolitan Readiness	September 17, 1970
2. Peabody Picture Vocabulary Test	November 2 - 4, 1970
3. Cultural/Self-Concept Test	November 10, 1970
4. Metropolitan Achievement Test Form A	To be Administered May 17, 1971
5. Peabody Picture Vocabulary Test	To be Administered May 13, 1971

Continuation '71-72